

Graduate School of

[Education &
Allied Professions]

Fairfield University

Graduate Course Catalog

2001-2002

Applications and Information

For applications and additional information, please write or call:

Graduate School of Education and Allied Professions

Canisius Hall, Room 102
Fairfield University
1073 North Benson Road
Fairfield, CT 06430-5195
Telephone: (203) 254-4250
Fax: (203) 254-4241
E-Mail: GRADED@Fair1.Fairfield.Edu
Web site: <http://www.fairfield.edu>

The provisions of this bulletin are not an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admission policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

STUDENTS WITH DISABILITIES — It is Fairfield University's policy that no qualified disabled student shall, on the basis of disability, be discriminated against, excluded from participation in, or denied the benefits of any academic program, activities, or services. The University provides support services and arranges reasonable accommodations for disabled students. However, the University will not alter the essential academic elements of courses or programs. Students who require support services or other accommodations should contact the Director of Student Support Services, Dolan 210. Arrangements for appropriate accommodations may be made in a cooperative effort between the student, the faculty member, and student support services. The University may require documentation of learning disability.

Fairfield University complies with the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." This report contains a summary of Fairfield University Security Department's policies and procedures along with crime statistics as required. Anyone wanting a copy of the report may obtain one by contacting Fairfield's Security Department at (203) 254-4090, or by stopping at the office in Loyola Hall, Room 2. The office is open 24 hours a day, 365 days a year.

The Title II Higher Education Reauthorization Act Report is available online at www.fairfield.edu/academic/gradedu/acadinfo.htm

GRADUATE SCHOOL
OF
EDUCATION
AND
ALLIED PROFESSIONS

Master of Arts and Certificate of Advanced Study

2001-2002



TABLE OF CONTENTS

Calendar	4
The Mission of Fairfield University	5
The University	6
Accreditation	7
A Message to Students	9
Admission	10
Academic Regulations	12
Tuition and Fees	15
General Information	16
Departments	21
Curriculum and Instruction	22
Curriculum and Teaching	22
Elementary Education	22
Secondary Education	24
Course Descriptions	25
Educational Technology	31
School Media Specialist	32
Instructional Development	33
Computers in Education	33
Television Production	34
Free-Track	34
Course Descriptions	35
TESOL, Foreign Language and Bilingual/Multicultural Education	41
Course Descriptions	43
Counselor Education	46
Community Counseling	47
School Counseling	47
Course Descriptions	48
Marriage and Family Therapy	50
Course Descriptions	51
Psychology and Special Education	53
School Psychology	54
Applied Psychology	55
Course Descriptions	57
Special Education	62
Course Descriptions	66
Faculty	69
Advisory Boards	72
Administration	74

Graduate School of Education and Allied Professions

Calendar 2001-2002

Fall Semester 2001

July 30 - September 4	Mail and walk-in registration, Mondays through Fridays
August 27-28	Registration with advisors, 2-7 p.m.
September 4	New Student Orientation
September 5	Classes begin
September 10	Deadline for make-up of Summer 2001 incompletes
September 21	Last day to register for fall Comprehensive Examination (except Counseling and Marriage & Family Therapy programs)
October 8	Holiday, Columbus Day — no classes
October 17	Last day to withdraw from course without Dean's permission
October 19	Last day to apply for January graduation and degree cards due for January graduation
November 21-25	Thanksgiving recess
December 1	Last day to complete fall Comprehensive Examination
December 20	Last class day

Spring Semester 2002

November 26 - January 18	Mail and walk-in registration, Mondays through Fridays
January 9-10	Registration with advisors, 2-7 p.m.
January 19	Deadline for make-up of Fall 2001 incompletes
January 21	Holiday, Martin Luther King, Jr. Day — no classes
January 22	Classes begin
February 1	Last day to register for spring Comprehensive Examination (except Counseling and Marriage & Family Therapy programs)
February 8	Last day to apply for May graduation
February 18	Holiday, President's Day — no classes
March 4-8	Spring recess
March 29-31	Easter recess
April 5	Last day to complete spring Comprehensive Examination
May 13	Last class day
May 19	Commencement

Summer Session 2002

Schedule to be announced.	
May 20	Summer pre-sessions begin
June 5	Summer session I begins
June 19	Deadline for make-up of Spring 2002 incompletes
July 1	Summer session II begins
July 5	Last day to apply for August graduation
July 29	Summer post-session begins

The Mission of Fairfield University

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. Its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines — their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly

based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, evaluate knowledge, identify issues, use appropriate methods of reasoning, and convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.



Fairfield recognizes that learning is a lifelong process and sees the education which it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

The University

Fairfield University, founded in 1942, became the 26th institution of higher learning operated by the Jesuit Order in the United States — the inheritor of a tradition of learning and scholarship that dates back to 1540, when St. Ignatius Loyola founded the Society of Jesus on the principle of active service in the world.

Many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for their academic quality. Over the centuries, a Jesuit education has come to mean a high standard of academic and intellectual discipline within Judeo-Christian values.

The majority of Fairfield's faculty are lay people who represent many faiths and many creeds, and students are selected without regard to sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap. There is one common tie — a commitment to moral and spiritual values. This is the cornerstone of Fairfield's academic philosophy — the search for truth through learning.

Fairfield University comprises the College of Arts and Sciences, Charles F. Dolan School of Business, School of Nursing, Graduate School of Education and Allied Professions, School of Continuing Education, and School of Engineering.

Located in America's "academic corridor" — that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities — Fairfield provides access to many cultural, recreational, social and intellectual programs. In addition to its proximity to New York City and all the recreational possibilities available there, the immediate area offers many fine local theaters and cinemas, restaurants, botanical and zoological gardens, and many excellent beaches and boating facilities.

Fairfield's 200-acre campus is among the most beautiful in the country. Created from two large private estates, it retains a gracious, tranquil atmosphere. There are many wooded areas, lawns, gardens and pleasant walks, and, from several vantage points, a broad view of the blue waters of Long Island Sound.



The University's buildings are modern and well-suited to the needs of its students. Some of the outstanding buildings are the Rudolph F. Bannow Science Center; DiMenna-Nyselius Library; the Thomas J. Walsh Athletic Center; Recreational Complex; Canisius Hall; Regina A. Quick Center for the Arts, with a 750-seat theater, a smaller experimental theater, and art gallery; the PepsiCo Theatre, with a 75-seat studio theatre; Egan Chapel of St. Ignatius Loyola; and the Charles F. Dolan School of Business.

Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

8 | *Accreditation*

The State of Connecticut Department of Education has approved the programs for teacher certification at the elementary and secondary levels and graduate programs leading to certification in specialized areas of education in the Graduate School of Education and Allied Professions. The Counselor Education programs have received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Recognition of Postsecondary Accreditation (CORPA). The program in Marriage and Family Therapy is accredited by the Commission on Accreditation of Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT), also recognized by CORPA.

The School of Nursing has been accredited by the National League for Nursing and approved by the Connecticut Department of Higher Education and by the Connecticut State Board of Examiners for Nursing.

In October 1980, the State of Connecticut Department of Higher Education granted licensure for the Master of Science in Financial Management program. The State of Connecticut Department of Higher Education has granted full accreditation for the Master of Business Administration and Master of Science in Financial Management programs.

The University holds memberships in the National Association of Independent Colleges and Universities, American Council for Higher Education, AACSB International - The Association to Advance Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Council on Education, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, and New England Business and Economic Association.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records.



This catalog pertains only to the graduate programs at Fairfield University. It will be useful as a source of continuing reference and should be saved by the student.

The provisions of this catalog are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

A Message to Students

The primary purpose of professional graduate schools is to search for answers to the pressing educational, social, civic, political and psychological problems that have an impact on children, youth, families and communities. Fairfield University's Graduate School of Education and Allied Professions has responded to this challenge by developing and implementing programs of study which address these social imperatives. The graduate school prepares professionals who are eminently qualified to join in partnerships with institutions and agencies which share a common mission.

This catalog describes the programs which lead to the Master of Arts degree and the Certificate of Advanced Study. Also included are the courses of study which fulfill the requirements for a variety of State of Connecticut professional certificates. The schedules of course offerings for the fall, spring and summer sessions appear in separate publications which are available prior to each registration period.

I welcome you to Fairfield University's Graduate School of Education and Allied Professions. The faculty joins me in the commitment to provide graduate programs that are models of academic excellence, and to support you as you pursue your professional goals.



Margaret C. Deignan

Margaret C. Deignan
Dean

10 | Admission

Admission

Individuals may apply to the Graduate School to pursue a Master's degree or a Certificate of Advanced Study, or as Special Status Students seeking credits for career enhancement or teacher certification. Applicants for the Master's degree must hold a Bachelor's degree from a regionally accredited college or university and give promise of meeting the standards set by the School. Applicants for the Certificate of Advanced Study must hold a Master's degree from an accredited college or university with a 3.00 cumulative quality point average.

In addition, individual departments may set specific requirements concerning interviews, adequate scores on tests, course waivers, computer literacy and distribution of undergraduate courses. Dates for admission vary by program. If a person has been denied admission to the Graduate School twice, their application will not be considered again.

Applicants for the school counseling, school media specialist, school psychology, and all teacher preparation programs must (a) fulfill the Essential Skills in mathematics, reading and writing requirements (PRAXIS I CBT); (b) have an undergraduate cumulative quality point average of 2.67; (c) present two recommendations in support of their professional potential; (d) interview with a faculty panel; and (e) meet other entry requirements as determined by the Connecticut State Board of Education.

Prerequisite coursework for Elementary, Secondary, TESOL, and Bilingual Education Initial Educator certification programs requires a minimum of 39 general education credits including coursework in five or six, depending on the program, of the six following areas: Mathematics, English, Natural Sciences, Social Studies, Foreign Language and Fine Arts, as well as a survey course in U.S. History. This general education coursework is generally completed as part of one's undergraduate program. Admission with prerequisite course deficiencies varies with program.

Enrollment as a Special Status Student also requires prior completion of a Bachelor's degree from an accredited college or university. Students in this status may take a total of six credits in certification programs and nine credits in non-certification programs before matriculation is required. Under these conditions up to nine graduate credits earned as a Special Status Student may be applied toward the M.A. or C.A.S. once a student is matriculated.

International Students

International students must provide evidence of adequate financial resources and should apply well in advance of the beginning of the term in which they intend to begin graduate studies. The applicant must submit certified English translations and course-by-course evaluation of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language. A TOEFL composite score of 550 for the paper test or 213 for the computer-based test is strongly recommended for admission to the graduate school.

Application Procedure

A. Applicants for a Degree, Certificate or State Certification

Students seeking admission must complete the following procedure:

1. Submit a completed application along with the required fee.
2. Have all official undergraduate and graduate transcripts sent to the Assistant Dean.
3. Submit two recommendations, preferably one of which will be from a current employer or supervisor, on appropriate forms.
4. Consult a faculty advisor or the Assistant Dean about course selection before registering for the first time.
5. If born after December 31, 1956, provide proof of immunization for measles and rubella.

If this procedure has not been completed prior to the beginning of the semester, the student may register as a Special Status Student for one semester pending receipt and disposition of application materials.

B. Special Status Students

Students not seeking a degree or certificate may enroll and earn up to six credits in a certification program or nine credits in a non-certification program.

1. Submit a completed application for status as a Special Graduate Student.
2. Complete and return a registration form along with tuition and fees.

Special Status Students may request permission to extend their status beyond six to nine credits. This will require the submission of all former academic records but will not affect the credit maximum which may be applied to a non-certification program if the student matriculates at a later date. Beyond six or nine credits, depending on the pro-

gram, Special Status Students must apply for admission to the graduate school prior to enrolling for additional credits.

C. Non-Degree Students

Applicants who hold advanced degrees (at least Master's and Sixth Year) and who are interested in taking courses for professional and personal continuing education may be admitted as Permanent Non-Degree students. Courses taken under this status may not be considered toward fulfillment of degree requirements.

Students seeking admission must complete items 1, 2, 3, and 5 as indicated above (see items under degree application).

Matriculation/Continuation

In the first 12 semester hours, the student must complete at least one course from the intended area of concentration and a philosophical foundations course if required. The student must have the recommendation of the advisor(s) to matriculate and continue in a program after completion of the first 12 semester hours of course work. To remain in good academic standing, a student must achieve a 3.00 cumulative quality point average upon completion of the first 12 semester hours. A student whose cumulative quality point average falls below 3.00 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisor to program adjustment to their course load. If the overall average is again below 3.00 at the end of that semester, the student may be dismissed.

Continuation in a state certification program requires performance above the minimum academic level in advanced courses and field experiences, and the recommendation of the area faculty.

Readmission

All students who interrupt their education more than 12 successive months must be reinstated. Request for reinstatement may be made by letter to the Assistant Dean at least one month prior to enrollment in courses. If the student has been inactive for 24 months or longer, then it will be necessary to submit a new application for admission to graduate programs. A review of past work will determine the terms of readmission.

Students who receive their Master's degree from Fairfield University and who desire to begin programs leading to the Certificate of Advanced Study are required to file a new application of admission.

Withdrawal

There are specific regulations concerning withdrawal from a single course, all courses, or the school. Please see the section on Course Withdrawal under "Academic Regulations."

Advisement

All matriculated students must have a faculty advisor. Students will be assigned a temporary advisor at the time they are notified of admission. After taking nine hours of graduate course work, the student should select a permanent faculty advisor. All matriculated and Special Status Students must meet with their advisors during their first semester to plan a program of study. It is recommended that the advisor be consulted each semester about course selection.

Information about state certification requirements may be obtained from graduate faculty advisors or the Assistant Dean.

Transfer of Credit and Waivers

Transfer of credit from another accredited institution of higher learning will be allowed if it was (a) applicable to a graduate degree at the institution in which it was earned; (b) not used toward another graduate degree; and (c) completed prior to enrolling at Fairfield. If this transfer of credit is to be applied toward the Certificate of Advanced Study, only graduate work done after completion of the Master's degree and before enrolling at Fairfield will be considered. Such work shall have been completed within a period of five years prior to enrollment and the grade received for the work may not be less than B. As many as six credits may be transferred if they relate to the student's present program. Upper division undergraduate courses and graduate courses with grades of B or better may, at the discretion of the faculty advisor, be used for waiving prerequisites or for meeting content requirements.

A limited number of courses taken at other institutions of higher learning in fields of specialization which are not offered at Fairfield University may be accepted after enrollment as part of the credit requirements, provided the candidate has written approval of the Assistant Dean before registering for such courses.

Academic Regulations

General Regulations for Degrees

Students are to complete all requirements for a degree and file an application for graduation within a period of six years from the date of enrollment in the first course completed for credit toward the degree. Students should follow the procedures and course requirements described in the general catalog in effect on the date on which they are formally admitted to their degree program. The catalog year runs from September 1 to August 31. If education is interrupted, a student must apply for readmission. See "Readmission" on page 11.

Over and above the minimum requirements stated in the catalog, the Dean may require additional evidence of fitness for the degree.

Master of Arts

1. The candidate must complete a minimum of 33 credits or as specified by the department.
2. The candidate must complete the number of credits in major field and electives as specified by the department.
3. The candidate will be required to pass a written comprehensive examination in the work offered for the degree. To be eligible to sit for the examination, students must complete the minimum number of semester hours of coursework as determined by their department. It is recommended that students take the comprehensive examination at least one semester prior to their anticipated semester of graduation. If the first examination is failed, one retake of the examination is permitted. Candidates in Curriculum and Instruction; TESOL, Foreign Language and Bilingual Education; or Psychology Programs may opt to complete a master's thesis instead of the comprehensive examination.

All students must register with the Dean's office for the comprehensive examination. Refer to the graduate school calendar for the deadline for registration.

Certificate of Advanced Study

The Certificate of Advanced Study requires:

1. Completion of a minimum of 30 credits in an approved program of advanced study. Students whose previous program of study was in a field other than that selected for the sixth year of study will be required to complete certain introductory graduate courses before being accepted for advanced study.

2. Completion of 15 credits in the major field and all other courses required by the department.
3. Any grade below a B minus (B-) may not be credited toward a Certificate of Advanced Study.

Applications for and Awarding of Degrees

All students must file an application for the Master's degree and the Certificate of Advanced Study in the Dean's office by the published deadline. Graduate students must successfully complete all requirements for the degree in order to participate in commencement exercises.

Refer to the graduate school calendar for the deadline for degree application.

Degrees and Certificates of Advanced Study will be awarded each August, January and May. All graduating students are invited to attend the annual commencement exercises in May.

Academic Load

A full-time student will carry nine or more credits during the fall or spring semester. Twelve credits is the normal maximum load permitted. During summer sessions full-time students are permitted to carry a maximum load of nine credits. Students who work full-time or attend another school may not be full-time students. Such individuals are ordinarily limited to six credits during the fall or spring semesters and six credits during the summer sessions.

Course Requirements

Course requirements usually include readings and satisfactory completion of oral reports and term papers. In most courses, students are required to take a final written examination. Because of the large amount of outside preparation required for graduate courses, three credits are given for courses meeting for at least 1,500 minutes of lecture, recitation and examinations (usually in the form of 14 periods of 110 minutes each). Graduate courses are numbered 400 and above.

Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor. A Permission To Audit form, available at the Dean's office, must be completed and presented at registration during

the regular registration period. No record of class attendance, participation or grades will be kept. The tuition for audit is one-half of the credit tuition, except for those hands-on courses involving the use of a computer workstation; in this case, the audit tuition is the same as the credit tuition. Conversion from audit to credit status will be permitted only before the third class and with the permission of the course instructor.

Independent Study

The purpose of independent study at the graduate level is to broaden student knowledge in a specific area of interest. Students must submit a preliminary proposal with the Independent Study Application Form, which is available in the Dean's office, to the major advisor. Frequent consultation with the major advisor is required. Students may earn from one to six credits for an independent study course.

Grades

The work of each graduate student is graded on the following basis:

A	Excellent	4.00 quality points
A-		3.67 quality points
B+		3.33 quality points
B	Good	3.00 quality points
B-		2.67 quality points
C+		2.33 quality points
C	Fair	2.00 quality points
C-		1.67 quality points
P	Pass	
F	Fail	0.00 quality points
I	Incomplete	
W	Withdrew without penalty	

The grade of "Incomplete" is given at the discretion of individual professors. All coursework must be completed within 30 days after the last class in the course for which a student has received an incomplete (I) grade, after which the "I" becomes a "F". Pass or Fail grades are used in a limited number of courses.

No change of grade will be processed after a student has graduated. Any request for the change of an earned letter grade is at the discretion of the original teacher of the course and must be recommended in writing to the Dean by the professor of record within one calendar year of the final class of the course, or before graduation, whichever comes first.

A student may request an extension of the one-year deadline from the Dean of their school if he/she can provide



documentation that extenuating circumstances warrant an extension of the one-year deadline. Such an extension may be approved only if the professor of record agrees to the extension and an explicit date is stipulated by which the additional work must be submitted.

A change of an "Incomplete" grade ("I") follows the established policy.

Comprehensive Examination Grades

Note: It is strongly recommended that students plan to take the Comprehensive Examination at least one semester before they anticipate graduating.

The following designations for grading the written Comprehensive Examination of work offered for the Master's degree in the Graduate School of Education and Allied Professions are used:

Pass with Distinction Pass Failure

Permission to take the examination may be requested after the completion of 24 semester hours of classwork. If the first examination is failed, one retake examination is permitted. The Comprehensive Examination is a requirement for all programs leading to the Master of Arts degree except in the Curriculum and Instruction; TESOL, Foreign Language and Bilingual Education; or Psychology Programs in which candidates may elect to take the Comprehensive Examination or complete a Master's thesis.

Connecticut State Certification

Certification of any type by the State Department of Education requires institutional approval as to scholarship, professional preparation, character and personality. Applications for Connecticut certification are available in the Dean's office in Canisius Hall, Room 102; student information should be completed before the application is submitted to the Assistant Dean for an institutional recommendation. No recommendation will be issued until at least 15 semester hours have been completed at Fairfield University.

Endorsement for certification depends on fulfillment of the regulations in effect at the time of application for state certification.

Approved programs are indicated on page 21. All graduates of these programs who are recommended for certification in Connecticut may be qualified also for certification in states that are party to the Interstate Certification Compact. Certification programs are outlined in the Department section of this catalog, pages 21-68.

Academic Honesty

Fairfield University's primary purpose is the pursuit of academic excellence. Teaching and learning must be based on mutual trust and respect. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty and integrity. Such integrity is fundamental to, and an inherent part of, a Jesuit education. Any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends.

All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. As such, faculty members have an obligation to set high standards of honesty and integrity through personal example and the learning communities they create. It is further expected that students will follow these standards and encourage others to do so.

Acts of Dishonesty

Students are sometimes unsure of what constitutes academic honesty. In all academic work, students are expected to submit materials that are their own. Examples of dishonest conduct include but are not limited to:

- cheating, e.g., copying examination answers from materials such as crib notes or another student's paper.
- collusion, e.g., working with another person or persons when independent work is prescribed.
- inappropriate use of notes.
- falsification or fabrication of an assigned project, data, results, or sources.
- giving, receiving, offering, or soliciting information in examinations.
- utilization of previously prepared materials in examinations, tests, or quizzes.
- destruction or alteration of the work of another student.
- the multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- plagiarism, the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources or from other students and submitted as one's own original work will be considered plagiarism.
- the unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper or examination in question, and may record an "F" for the course itself. When appropriate, expulsion may be recommended. Moreover, a notation of the event is made in the student's file in the Academic Dean's office. Any faculty member encountering an academic offense such as, but not limited to, those listed above will file a written report with his or her Dean, indicating reasons for believing the student has committed an academic offense, and indicating the proposed academic sanction. The student will receive a copy. (If the student is in a school other than that of the faculty member, a copy will be sent to the Dean of the student's school.) The student may, within 30 days following receipt of the faculty member's letter, request that the Dean investigate the allegations and meet with the party (parties) involved. The Dean will issue a written determination within two weeks of the meeting, with copies to the student(s) and to the professor. If the student requests an appeal to the Academic Vice-President, an Academic Dishonesty Advisory Committee will be convened.

Tuition and Fees

The schedule of tuition and fees for the academic year 2001-2002 follows:

Application for matriculation (not refundable)	\$50
Registration per semester	\$25
Tuition per credit	\$390
Late registration	\$50
Change of course	\$10
Transcript	\$4
Commencement fee (required of all degree recipients)	\$100
Lab fee	\$45
Materials fee	\$15-50
Audit fee (per 3 credit course)	\$585
Promissory note fee	\$25
Student teaching, practicum, and internship fees (each)	\$25
Returned check fee	\$20

The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it necessary.

Full payment of tuition and fees or authorization for billing a company must accompany registration. Payments may be made in the form of cash (in-person only), check, money order, MasterCard, VISA or American Express. All checks are payable to Fairfield University.

No degree will be conferred and no transcripts will be issued for any student until all financial obligations to the university have been met.

Deferred Payment

During the fall and spring semesters, students deemed eligible may defer payment on their tuition as follows:

For students taking less than six credits — at the time of registration the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to the semester.

For students taking six credits or more — at the time of registration, the student pays one-fourth of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in three consecutive monthly installments. The promissory note payment due dates vary according to the semester.

Failure to honor the terms of the note will prevent future deferred payments and affect future registrations.

Reimbursement by Employer

Many corporations and school systems pay their employee's tuition. Students should check with their employers.

If they are eligible for company reimbursement, students must submit, at in-person registration, a letter on company letterhead stating approval of the course registration and the terms of payment. The terms of this letter, upon approval of the Office of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab or material) are payable at the time of registration. Students will be required to sign a promissory note which requires a \$25 processing fee. The note states that an outstanding balance must be paid in full prior to registration for future semesters. A guarantee that payment will be made must be secured at the time of registration by either a MasterCard, VISA or American Express credit card. If the company offers less than 100% reimbursement, the student must pay the difference at the time of registration and sign a promissory note for the balance. Letters can only be accepted on a per semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registrations.

Assistantships

A small number of part- and full-time university assistantships are available to assist promising and deserving students. Assistantships will be awarded for a semester only and students must reapply each semester for renewal of an assistantship award. Renewal of an award is based on academic performance, previous service performance, and at the discretion of the Dean.

A graduate assistant shall be appointed to a curriculum area and assigned duties as determined by the Dean and the faculty responsible for the curriculum area.

The assistantships normally cover all tuition charges up to a maximum of 12 credits. In return for the assistantship, the student must work a maximum of 20 hours per week in the appropriate division and under the direction of the program director.

Applications are available in the Dean's office and must be submitted to the Dean by May 1 for the fall semester and December 1 for the spring semester. Summer assistantships only are available for the Marriage and Family Therapy Program.

Course Withdrawal

Students who wish to withdraw from a course before its sixth scheduled class must do so in writing or in person at the Registrar's Office. Written withdrawals are effective as of the date received or postmarked. In person withdrawals are made in the Registrar's Office by completing and submitting a Change of Registration form.

Those who wish to withdraw from a course after the sixth scheduled class must submit a written statement of their intention to the Dean for approval to withdraw without academic penalty.

Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade being recorded for the course.

Refund of Tuition

All requests for tuition refunds must be submitted to the Dean's office immediately with withdrawal from class (Fees are not refundable). The request must be in writing and all refunds will be made based on the date the notice is received or, if mailed, on the postmarked date according to the following schedule. Refunds of tuition charged on MasterCard, VISA or American Express must be applied as a credit to your charge card account.

	Amount Refundable
Before first scheduled class	100%
Before second scheduled class	90%
Before third scheduled class	80%
Before fourth scheduled class	60%
Before fifth scheduled class	40%
Before sixth scheduled class	20%
After sixth scheduled class	0

Refunds take 4-6 weeks to process.

NOTE: If federal or state aid is utilized, the refund amount may be less than the above percentages.

Transcripts

Graduate transcript requests should be made in writing to the Registrar's Office in Canisius Hall. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should indicate the program and dates that they attended. In accordance with the general practices of colleges and universities, official transcripts with the university seal are sent directly by the university. Re-

quests should be made one week in advance of the date they are needed. Requests are not processed during examination and registration periods.

General Information

Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses, normally limited to juniors and seniors

Graduate

400-499	Graduate courses, open to undergraduate students with permission
500-599	Graduate courses

Financial Aid

Federal Stafford Loans

Under this program, graduate students may apply for up to \$18,500 per academic year, depending on their educational costs. Students demonstrating need (based on federal guidelines) may receive up to \$8,500 of their annual Stafford Loan on a subsidized basis. Any amount of the first \$8,500 for which the student has not demonstrated need (as well as the remaining \$10,000 should they borrow the maximum loan), would be borrowed unsubsidized.

When a loan is subsidized, the federal government pays the interest for the borrowers as long as they remain enrolled at least on a half-time basis, and for a six month grace period following graduation or withdrawal. When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal.

How to Apply

Students must complete the Free Application for Federal Student Aid (FAFSA) and submit it to the federal aid processing center. The Title IV Code for Fairfield University is 001385.

Students applying for financial aid at Fairfield University for the first time must request a Financial Aid Transcript from the financial aid offices at all colleges previously attended, regardless of whether aid was received while in attendance.

Students must obtain a Federal Stafford Loan application from the lender of their choice. Students who have borrowed previously should borrow from their prior lender. First-time borrowers may request an application from the Office of Financial Aid. The completed application must be returned to the Office of Financial Aid for processing.

Approved loans will be disbursed in two installments and checks will be forwarded directly to the Office of the Bursar. The lender will deduct up to 3% from the disbursements for origination and insurance fees. The Office of the Bursar will request that students endorse checks once they are received. Receipt of Financial Aid requires full matriculation in a degree program.

Family Education Loan Program (FELP)

Loans to assist graduate and professional students pay the cost of attending the university. Repayment begins 30 to 60 days after the loan is disbursed at a fixed rate of 7.5%. Interest-only payments are required while the student is in school. Loans are available from \$2,000 to \$20,000 per academic year.

To apply, contact the Connecticut Higher Education Supplemental Loan Authority at 1-888-547-8233.

Reimbursement by Employer

Many corporations, school systems and hospitals have a tuition reimbursement plan for their employees. Students should check with their employers about policies and procedures which apply to degree studies (Also see Tuition and Fee section on page 14 for university policy).

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and cost of travel, meals and lodging) undertaken to: (1) maintain or improve skills required in one's employment or other trade of business, or (2) meet express requirements of an employer or a law imposed as a condition to retention of employment status or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should submit their file number at the time of registration. The Registrar's office will complete and submit the certification form.

Alumni Association Graduate School Grant

The Fairfield University Alumni Association, recognizing the value of graduate education and the financial needs of students pursuing an advanced degree, has established a scholarship grant. This grant will be awarded annually to a matriculated graduate student.

The scholarship is based on need and academic achievement. To be eligible for the grant, candidates must have completed a minimum of 12 graduate credits. The grant is awarded for the spring semester and covers the cost of one three-credit course. All students who wish to be considered for this grant should complete the Free Application for Federal Student Aid (FAFSA) and submit the form to the federal processing center by the University deadlines listed in the catalog. For more information, please call the Office of Financial Aid at (203) 254-4125.

Library

The DiMenna-Nyselius Library completed a \$17 million expansion and renovation project in the fall 2001. In addition to providing space for expanded access to information resources, this state of the art facility provides a variety of study spaces including team rooms, study pods, research tables, individual carrels, leisure seating, a 90-seat auditorium and a 24-hour cafe. An extensive fiber optic network combined with the latest in network technology provides over 600 data connections to the campus network at speeds of 100Mbps.

The DiMenna-Nyselius Library contains an extensive and carefully selected collection of print and electronic resources which include over 300,000 bound volumes, more than 1,800 journals and newspapers, over 10,000 audiovisual items, and the equivalent of 95,000 volumes in microform. A particular strength is the selective, but wide-ranging and current, reference collection. The stacks are open to all students, with study space at tables and individual carrels for over 900 students.

The library also has an automated information & inventory

system, an online catalog that provides author, title, subject, and keyword access to all its books, journals and audiovisual materials. The library provides online access to more than 40 subscription databases including many with full text materials. These Internet resources may be accessed from either on or off campus. The library also has a CD-ROM local area network that provides access to several additional databases. Library reserve materials are available in print and electronically via the ERes system.

Other computing resources include two open computer labs providing access to Microsoft Office 2000 and the Internet on both iMacs and Intel-based personal computers. One lab has 30 seats; the other has 32 and can be accessed 24 hours a day. Both have spacious desktops located in custom-designed workstations. Workstations for the physically disabled are available throughout the building. Additionally, there is a 30-seat computer-based training room reserved for library instruction.

The library contains group study rooms, photocopiers, readers and reader-printers for microforms, and audiovisual hardware and software. The Campus TV network can be viewed on sets in video viewing carrels located in the Media Department. To borrow library materials, students must present a university ID card at the Circulation Desk. During the academic year, the library is open Monday to Thursday, 7:45 a.m. to midnight; Friday, 7:45 - 10:30 p.m.; Saturday, 9 a.m. to 9 p.m. and Sunday, 10:30 a.m. to midnight.

The Computer Facilities

The computer facilities at Fairfield University provide state-of-the-art access to personal computer laboratories, terminals, and the library collection which includes databases, bibliographies, and the online catalog. The University is connected to Internet which provides access to bulletin boards, e-mail, databases, and library collections across the world. Computer access is facilitated by the high speed fiber optic cabling with a transmission speed capability of up to 10 megabits per second. Classrooms, faculty offices, dormitory rooms, and administrative offices all are wired with the fiber optic cable. Academic computing is supported by an SCT VAX 6430 with a VMS operating system, an AIX with a UNIX operating system, an SCT VAX 5100 Ultrex with a UNIX operating system, and a DEC Alpha for faculty research. The Nyselius Library is supported by an SCT VAX 4000 with a VMS operating system and administrative computing is supported by an IBM RISC 6000 Model 980.

The University has ten public personal computer laboratories with a variety of hardware and software for the UNIX, Windows and Macintosh environments. These labs are used for classroom instruction and walk-in service. The labs are open nearly 18 hours every day and are staffed with lab assistants for software and hardware consultations.

All buildings on campus are connected to the Internet, and network connections are available in all on-campus residence rooms, which also include cable TV. In addition, all students have individual voicemail. The university's fiber to desktop project won the nationally recognized Award for Institutional Excellence in Telecommunications 1994 from the Association of College and University Telecommunication Administrators.

Campus Ministry/Community Service

The Campus Ministry Team is composed of four Jesuits, and two laywomen. The members of the ministry team provide counseling and spiritual direction, foster prayer life, coordinate interfaith and ecumenical religious events, conduct liturgies and retreats, and organize student-led ministries, community service and international mission opportunities. The ministers are available at any time for students' needs and can be reached at the Pedro Arrupe, S.J. Campus Ministry Center or in their residence hall suites.

Harassment/Discrimination

Fairfield University recognizes and supports the inherent dignity of all people. Therefore, the university condemns any discrimination against the rights of others. The Graduate School of Education and Allied Professions will not condone any environment that is hostile to the learner.

Housing

A limited number of residence units on campus have been reserved for graduate students. If you are interested in living on campus, contact Residence Life as soon as possible at (203) 254-4215 for more information.

Off-campus housing for graduate students can be arranged on an individual basis through Residence Life.

Academic Grievance

The purpose of procedures for review of academic grievances is to protect the rights of students, faculty, and the university by providing mechanisms for equitable problem solving.

A “grievance” is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances which may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances either relate to procedural appeals or to academic competence appeals.

Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student’s work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student’s work in a course is disputed.

“Remedies” would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

The procedures defined here must be initiated within a reasonable period (usually a semester) after the event which is the subject of the grievance.

Informal Procedure

Step one: The student attempts to resolve any academic grievance with the faculty member, Department Chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she/he advances to step two.

Step two: The student consults the Department Chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she/he advances to step three.

Step three: The student presents the grievance to the Dean of the involved school, bringing to this meeting documentation of steps one and two. If the Dean’s attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedure.

Formal Procedure

Step one: If the student still believes that the grievance remains unresolved following these informal procedures, she/he initiates the formal review procedure by making a written request for a formal hearing through the Dean to the Academic Vice President. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the Dean’s opinion of the grievance.

Step two: The Academic Vice President determines whether the grievance merits further attention. If not, the student is so informed. If so, the Academic Vice President determines whether it is a procedural or competence appeal. If it relates to a procedural matter, she/he selects a Dean (other than the Dean of the involved school) to chair a Grievance Committee.

If it relates to an academic competence matter, the Academic Vice President requests from the Dean involved the name of two outside experts to serve as a consultant panel in determining the merit of the student’s grievance.

Step three: For procedural appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The Committee adheres to due process procedures similar to those in the Faculty Handbook.

For competence appeals, the Academic Vice President contacts the outside panel members and requests that they review the case in relation to its content validity.

Step four: The recommendation from either the Grievance Committee or the panel is forwarded to the Academic Vice President in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The Academic Vice President renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Academic Vice President is the only university official empowered to change that grade, and then only at the recommendation of the committee or panel.

Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University has the right to see any records which directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the Financial Aid Office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the Dean's Office. Information contained in student files is available to others using the guidelines below:

- a) Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
- b) Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
- c) All other information excluding medical records is available to staff members of the university on a need-to-know basis; i.e., prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

The Barone Campus Center

The Barone Campus Center is the social focal point for all sectors of the university community. The Barone Campus Center is open 24 hours from Sunday to Tuesday, and 7 a.m. to midnight on Fridays and Saturdays. Included in the Barone Campus Center are: the bookstore (open Monday to Friday, 8 a.m. to 7 p.m.; Saturday and Sunday, 11 a.m. to 4 p.m., and open for extended hours for the first two weeks of each semester; call 254-4262), snack bar (open Monday to Friday, 8 a.m. to midnight, and Saturday and Sunday, 11 a.m. to midnight), game-room, mailroom (open Monday to Friday, 8:30 a.m. to 3:55 p.m.), ride boards and weekly activity bulletin. For more information, call the Barone Campus Center Information Desk from 9 a.m. to 9 p.m. at (203) 254-4222, or if on campus, ext. 4222.

Recreational Complex

The Recreational Complex is a multi-purpose facility with a 25-meter swimming pool; a fieldhouse unit that can be used interchangeably for volleyball, tennis, and basketball; enclosed courts that can be used for handball and racquetball; a multi-purpose room that can be used for modern dance, slimnastics and exercising; two saunas and a whirlpool bath; a sunbathing deck; and locker rooms.

Graduate students are eligible to join during each semester they are enrolled upon presentation of a University identification card validated for the current semester. Membership fee information is available at the Recreational Complex. The office is open from 10 a.m. to 5:30 p.m., Monday through Friday. For complete information, call (203) 254-4140, during office hours.

Special Events

A continuous series of special events including exhibitions, lectures, and dramatic and musical programs is scheduled throughout the academic year. These events are open to all members of the University community, and many of them are free. For a complete calendar of events contact the Barone Campus Center, ext. 4222.

Security

The Security Department is responsible for the safety and security of persons and property associated with Fairfield University. The office is open, and security officers are on patrol, 24 hours year-round. Violations of university regulations which require immediate attention should be reported to the Security Department.

The Security office is located in Room 2 on the ground floor of Loyola Hall. To reach the department from an outside telephone line, dial 254-4090; from an inside line, dial extension 4090.

Fairfield University complies with the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." This report contains a summary of Fairfield University Security Department's policies and procedures along with crime statistics as required. Anyone wanting a copy of the report may obtain one by contacting the Fairfield University Security Department at (203) 254-4090 or, by stopping by the office located at 1073 North Benson Road, Fairfield, Connecticut, on the ground floor of Loyola Hall, Room 2. The office is open 24 hours a day, 365 days a year.

Graduate Departments

The major emphasis of the graduate departments of this school has been on preparing students to utilize their knowledge in school settings. However, as its name implies, the Graduate School of Education and Allied Professions is becoming increasingly involved in the preparation of individuals for human service professions that support the student in school as well as in the family and community.

Courses of study leading to the degree of Master of Arts and to the Certificate of Advanced Study (C.A.S.) are offered in these areas:

1. Curriculum and Instruction
Curriculum and Teaching
Elementary Education
2. TESOL, Foreign Language and Bilingual/
Multicultural Education
3. Community Counseling
4. School Counseling
5. Marriage and Family Therapy (M.A. only)
6. Applied Psychology (M.A. only)
7. School Psychology
8. Special Education
9. Educational Technology
10. Computers in Education

Approved Connecticut Department of Education Certification Programs include:

1. Elementary Teaching
2. Secondary Teaching
3. Special Education
4. Bilingual Education
5. TESOL
6. School Counseling
7. School Media Specialist
8. School Psychology

Family Counseling Center at Fairfield University

The graduate program in Marriage and Family Therapy offers marriage and family therapy to individuals, couples and families in the community through the Family Counseling Center. The Center is staffed by advanced graduate students under the supervision of professional faculty. Fees for services are based on a sliding scale. For further information, call (203) 254-4000, extension 2306.



Parking

All vehicles must display a valid vehicle registration decal and be parked properly in designated areas. For part-time graduate and continuing education students, the registration fee is included with tuition, so no additional fee must be paid.

To register a vehicle, bring your current University I.D. or registration receipt *and* the vehicle's registration to the Security Department in Room 2 of Loyola Hall (ground floor). A pamphlet explaining traffic and parking regulations is available there.

Note: Unauthorized vehicles parked in fire lanes, handicapped spaces, or service vehicle spots are subject to fines and may be towed, at the owner's expense. Vehicles of handicapped persons must display on official campus or state handicapped permit.

Curriculum and Instruction

Faculty

Rev. Francis Lewis, S.J. (*Chair*)

Patricia Calderwood

Binta Colley

Alice McIntyre

Sandra Billings

(*Director, Secondary Education Programs*)

Barbara Tully

(*Director, Student Teaching Placement*)

The programs in the Curriculum and Instruction Department are concerned with early childhood, elementary and secondary education. They give special attention, at all levels, to general problems of schooling: curriculum planning, methods of instruction, development of teacher competencies, multicultural issues in education and the incorporation of technology into the curriculum.

Professional development can be pursued through Master of Arts and Certificate of Advanced Study programs of a general or specialized nature. Certification in elementary education or in teaching academic subjects at the secondary school level are offered for individuals preparing for the profession.

Areas of Concentration

The programs of study for the following concentrations in the Curriculum and Instruction Department are:

Curriculum and Teaching

The Curriculum and Teaching Program offers Master of Arts degrees and Certificates of Advanced Study to professionals, both certified and non-certified, in education and allied fields who wish to expand their knowledge of curriculum and instruction and enhance their understanding of the teaching-learning process. A concurrent secondary education certification program is also available.

Admission to the program is on a rolling basis.

Elementary Education

The Elementary Education Program offers concurrent elementary education certification and Master of Arts degrees to those primarily interested in the classroom education of children in grades one through six. The program is also available to those who already hold

certification and who wish only to seek a Master of Arts degree with a concentration in elementary education.

Admission decisions for formal entry into the program are made twice a year. The deadlines for submission of application materials are March 1st for fall admission and October 15th for spring admission.

Teaching Certification in Elementary and Secondary Education

Planned programs offering a sequence of courses at the master's level which lead to Connecticut State Certification are available in elementary education (grades 1-6); in secondary education (grades 7-12) in the academic content areas of history/social studies, mathematics, and biology, chemistry, physics and general science; French, German, Latin, and Spanish; and secondary English. Certification coursework may also be used to fulfill the Master of Arts degree requirements.

Those wishing to enroll in a certification program only must be formally admitted to either the Curriculum and Teaching or the Elementary Education degree program.

State regulations also require that students must pass an entry examination of essential skills in reading, writing and mathematics, the PRAXIS I CBT (or present evidence of receiving a waiver of the CBT based on SAT scores of 1000 or better, with minimum verbal and math subscores of 400 if taken prior to April 1, 1995 or of 1100 or better, with minimum verbal and math subscores of 450 if taken on or after April 1, 1995); have completed study in general education coursework as specified in the regulations; present a minimum undergraduate cumulative grade point average (GPA) of 2.67 and pass the required PRAXIS II test(s). To be considered an initial certification program completer and/or to receive an institutional endorsement when applying for initial educator certification from the State Department of Education, a student must have completed all coursework in the planned program as well as all PRAXIS II assessments required by the state for the intended certification. Information related to the most recent Connecticut certification regulations is available from graduate faculty advisors or the Assistant Dean. Applications for certification are available in the Dean's Office.

In view of the teacher's roles in both school and community, students whose relevant academic productivity is marginal or inadequate, or who demonstrate unsuitable personal qualities will not be recommended for matriculation, continuation in the teacher preparation program, student teaching placement, or state certification.

Requirements for the Master of Arts Degree

1. Completion of a minimum of 33 credits
2. Required Courses
 - a. ED 429 Philosophical Foundations of Education (should be taken within first 12 credits. NOTE: This is the required philosophy course for the master's level student. Only by explicit exception will a master's candidate be permitted to take any other course to fulfill the requirement)
 - b. ED 441 Teaching and Learning within Multicultural Contexts of Education
 - c. ED 499 Introduction to Educational Research (Prerequisite: At least 6 credits toward master's degree)
 - d. ED 512 Contemporary Issues in Education (Prerequisite: At least 12 credits toward master's degree)
 - e. MD 400 Introduction to Educational Technology or MD 401 Introduction to Educational Technology for Elementary Schools
3. Area of concentration and/or approved electives, a minimum of 18 credits. **Note:** ED 552 Participatory Action Research: Exploring Education, Culture and Society is required for those students in the Master of Arts track in Elementary Education.
4. Completion of either a comprehensive examination or a master's thesis
 - a. Comprehensive Exam—Candidates selecting this option are required to register to take the examination after having completed at least 24 credits and all required courses (students may take the comprehensive exam concurrently with completion of required courses).
 - b. Master's Thesis—Candidates selecting this option are required to:
 1. complete ED 499 prior to selecting the thesis option;
 2. after completing at least 15 but not more than 30 credits, inform their advisor of their decision to write a thesis;
 3. obtain thesis approval form and instructions for preparing the Master's Thesis from the Chair of the Curriculum and Instruction Department or the Dean's Office;
 4. after completing at least 24 credits, take ED 498 Thesis Seminar;
 5. after receiving written approval of the thesis by the thesis advisor, second reader and department chairperson, submit thesis to Dean's office by appropriate date for graduation.

Requirements for the Certificate of Advanced Study

1. Completion of 30 credits
2. Required courses
 - ED 441 Teaching and Learning within Multicultural Contexts of Education
 - ED 521 Comparative Philosophies of Education
 - ED 534 Theories of Learning
 - ED 565 Principles of Curriculum Development and Evaluation
 - ED 590 Practicum in Teaching
3. Areas of concentration and/or approved electives, 15-18 credits

Teaching Certifications

1. **Elementary Education** (Grades 1–6)
 - ED 405 Education in the Primary Grades
 - ED 429 Philosophical Foundations of Education
 - ED 441 Teaching and Learning within Multicultural Contexts of Education
 - ED 442 Educational Psychology
 - ED 583 Directed Observation & Supervised Student Teaching
 - ED 584 Student Teaching Seminar: Elementary Education
 - HI 400 U.S. History for Educators (for those who have not taken a survey course in U.S. History on the undergraduate level)
 - MD 400 Introduction to Educational Technology OR
 - MD 401 Introduction to Educational Technology for Elementary Schools
 - SE 430 Special Learners in the Regular Classroom OR
 - SE 405 Exceptional Learners in the Mainstream

Methods courses in Elementary Education

(for those matriculated prior to Fall 2001):

- ED 437 Methods of Teaching Literacy in the Elementary School: Grades K-2
- ED 447 Teaching Elementary School Mathematics
- ED 531 Methods of Teaching Literacy in the Elementary School: Grades 3-6
- ED 545 Science, Health and Social Studies in the Elementary Classroom
- ED 546 Integrating Music and Arts into the Elementary School Curriculum

Methods courses in Elementary Education*(for those matriculated in Fall 2001 and after):*

- ED 437 Methods of Teaching Literacy in the Elementary School: Grades K-2
- ED 447 Teaching Elementary School Mathematics
- ED 531 Methods of Teaching Literacy in the Elementary School: Grades 3-6
- ED 545 Science, Health and Social Studies in the Elementary Classroom

Human Growth and Development Courses*(for those matriculated prior to Fall 2001):*

This requirement may be waived if growth and development courses were taken on the undergraduate level no more than five years prior to enrolling in the elementary education program. If appropriate courses were not taken, the following two courses will fulfill this requirement.

- ED 522 The Development Process
- PY 446 Developmental Psychology I: Theory and Application in Professional Practice

Human Growth and Development Courses*(for those matriculated in Fall 2001 and after):*

This requirement may be waived if growth and development courses were taken on the undergraduate level no more than five years prior to enrolling in the elementary education program. If appropriate courses were not taken, the following two courses will fulfill this requirement.

- ED 522 The Development Process

Based on elementary education faculty evaluations, students may also be required to take

- PY 446 Developmental Psychology I: Theory and Application in Professional Practice

OR

- PY 447 Lifespan Human Development

Note: Students are advised that an additional course in special topics may be added to the above in order to meet Connecticut regulations for teacher certification. Students will be informed by their advisor or the elementary education program director.

2. Secondary Education (Grades 7-12)

- ED 429 Philosophical Foundations of Education
- ED 441 Teaching and Learning within Multicultural Contexts of Education
- ED 442 Educational Psychology
- ED 465 Teaching Methods for Secondary School (for those students with no teaching experience)
OR
- ED 565 Principles of Curriculum Development and Evaluation (may be substituted for those students with full-time teaching experience)
- ED 581 Directed Observation & Supervised Student Teaching
- ED 582 Student Teaching Seminar: Secondary Education
- HI 400 U.S. History for Educators (for those who have not taken a survey course in U.S. History on the undergraduate level)
- MD 400 Introduction to Educational Technology
- SE 430 Special Learners in the Regular Classroom
OR
- SE 405 Exceptional Learners in the Mainstream

3. English in Secondary Education (Grades 7-12)

- ED 429 Philosophical Foundations of Education
- ED 441 Teaching and Learning within Multicultural Contexts of Education
- ED 442 Educational Psychology
- ED 459 Developmental Reading in the Secondary School
- ED 466 Special Methods in Secondary School English
- ED 581 Directed Observation & Supervised Student Teaching
- ED 582 Student Teaching Seminar
- HI 400 U.S. History for Educators (for those who have not taken a survey course in U.S. History on the undergraduate level)
- MD 400 Introduction to Educational Technology
- SE 430 Special Learners in the Regular Classroom
OR
- SE 405 Exceptional Learners in the Mainstream

30 credits in English which must include:

- EN 405 Literature for Young Adults
- EN 411 Teaching Writing in the 3-12 Classroom
- EN 417 Traditional and Structural Grammar

Course Descriptions

SE 405 Exceptional Learners in the Mainstream

The course is designed to familiarize the mainstream professional with the special needs of mentally retarded, learning disabled, emotionally disturbed, gifted and talented, severely handicapped and multiple handicapped children and adolescents. Methods of identifying and working effectively with special needs children and youth in the regular classroom; the roles and responsibilities of counselors, psychologists, educators and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services are covered. *3 credits*

SE 430 Special Learners in the Regular Classroom

This course is designed to familiarize the mainstream teacher with the developmental learning needs of children and youth who are exceptional. The special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented children and adolescents are examined. Included in this study are methods of identifying and working effectively with special-needs children and youth in the regular classroom. *3 credits*

ED 404 Creative Drama for the Classroom Teacher

Examination of philosophies, objectives, values, and teaching strategies of child drama. Hands-on approach to the techniques of theater: movement, pantomime, improvisation, and story dramatization. Consideration of the creative process and development of the creative personality are emphasized, as well as ways drama can motivate and teach basic skills, the core curriculum, and creative writing. Individual teaching projects are developed. *3 credits*

ED 405 Education in the Primary Grades

This course is designed for teachers and other professionals who are interested in working with children. The emphasis is on strategies for exploring the interrelationship between primary grade education, child development, and curriculum development with special attention given to examining primary grade childhood issues from a multicultural perspective. *3 credits*

ED 414 Assessment in Early Childhood Education

This course deals with the skills needed to observe children being children, learn their language, record the process objectively and begin to interpret the data collected (Prerequisite: ED 437 or ED 405 or ED 413 or permission of the instructor). *3 credits*

ED 429 Philosophical Foundations of Education

This introductory course is an application of the basic concepts of philosophy to education in general and to contemporary education theory in particular. The main objective of this process course is the development/application of learner thinking skills through reflective interaction with required textbooks, numerous current/appropriate reprints from professional and popular print media, numerous videotapes, group discussions, web downloads, instructor commentaries, short written assignments, an on-going journal of personal analyses, etc. (This course should be taken within the first 12 credits of degree study.) *3 credits*

ED 435 Current Topics for Elementary Teachers

This course has been designed with the elementary teacher as its main constituent. The course covers a variety of topics such as: problem solving tactics; developing a positive learning atmosphere; developing conferencing skills; developing questioning skills; exploring a variety of current teaching models; and exploring the teaching competencies. *3 credits*

ED 437 Methods of Teaching Literacy in the Elementary School: Grades K-2

This course explores developmental literacy, with emphasis on the primary grades. Guided by current research and practice in literacy, pedagogy, human development and multicultural education, students will assess and develop children's literacy strategies and skills, organize and implement group and individual instruction in reading and writing, develop a technologically current, literate classroom environment, and design curriculum to support literacy development. Collaborative work, on-site observations and two hours per week of fieldwork in a priority school district are a requirement of the course. *3 credits*

ED 441 Teaching and Learning within Multicultural Contexts of Education

The course is designed for classroom teachers in general, as well as ESL, foreign language and bilingual teachers. This course examines cultural and dialectal diversity. In addition to providing insights and instructional tools for understanding cultural pluralism, it focuses on developing transformative pedagogy. *3 credits*

ED 442 Educational Psychology

This course is designed to provide an understanding of the psychology of teaching and learning. Emphasis is placed on child and adolescent development, motivation techniques, theories of teaching and learning, working with culturally diverse student populations, monitoring and assessing student performance, and examining current issues in educational psychology. Especially appropriate for those new to the profession, this course helps students develop insights into student behavior. *A 2 hour/week field experience in a school setting is a required component of this course.*

3 credits

ED 447 Teaching Elementary School Mathematics

This course is designed in accordance with the Professional Standards for Teaching Mathematics and explores the teaching of elementary mathematics. The course emphasizes the importance of setting goals, stimulating classroom discourse, drawing on a child's experience as a resource for learning, and recognizing the contribution of different cultural heritages to the field of mathematics. Students examine how mathematical practices and teaching methods are influenced by underlying theoretical principles that are linked to history and the position of the classroom teacher. *Students are required to participate in on-site field work in an elementary school for a minimum of two hours per week during the semester.*

3 credits

ED 455 Reading in the Content Areas

Designed for middle and high school teachers of all curricular areas, this course involves an exploration of the problems caused by the diversity of content area reading demands. Current reading theory and research are used as the bases for developing instructional strategies to enhance reading comprehension and critical thinking in a variety of curricular fields.

3 credits

ED 459 Developmental Reading in the Secondary School

The emphasis of this course is on enhancing reading comprehension in all curricular areas at the secondary level. Current reading theory and research provide the framework for examining a variety of instructional strategies. Additional areas explored include questioning techniques, concept development, study strategies and assessment.

3 credits

ED 465 Teaching Methods for Secondary School

The course includes a treatment of teaching procedures and materials for aiding the learning process as they apply to classroom instruction in academic subjects in the secondary school. (Prerequisite: Completion of CONNCEPT or PRAXIS I CBT requirement.)

3 credits

**ED 466 Special Methods in Secondary School English**

The organizational pattern in which English can best be taught is explored and the effectiveness of various types of methodology in bringing about changes in the language usage of young people is analyzed. The course considers such factors as appropriate curriculum materials, methods of organization, approaches to the study of literature, and procedures most cogent in the field of grammar, composition, oral communication and dialogue. (Prerequisite: Completion of CONNCEPT or PRAXIS I CBT requirement.)

3 credits

ED 470 Using Newspapers as Teaching Tools

This intensive one-week workshop assists teachers at all grade levels and in all subject areas. Techniques in using the newspaper as a curriculum tool are examined. Teachers learn the anatomy of a newspaper, its changing role in society and how the news is gathered and reported. Strategies are developed to use the newspaper as a core resource. Conducted on campus and at the *Connecticut Post*.

3 credits

ED 493 Explorations in Critical Studies

This course explores alternative approaches to education. The works of liberatory educators, such as Paulo Freire, provide the bases for dialogues on transforming education. The teacher's role is viewed as one of empowering students to think critically about themselves and their relation to education and society, and the student's role is seen as one of active participation in the learning process.

3 credits

ED 497 Science and Health in the Elementary School

The purpose of this course is to make every elementary teacher comfortable with science and health. The course bridges the gap between theory and practice, knowledge and application. It takes the inquiry-oriented approach emphasizing scientific exploration.

3 credits

ED 498 Thesis Seminar

A seminar for students who have selected the thesis option for completion of the Master of Arts degree in which students develop their research proposals, carry out the research and complete their theses. *3 credits*

ED 499 Introduction to Educational Research

This course familiarizes students with various research methodologies and assists them in developing critical perspectives on competing and contrasting research paradigms. In addition, this course is intended to foster criticism about implications of educational research for pedagogical practices, public and educational policies, teacher education, student achievement, curriculum design and educational equity. (Prerequisite: At least 6 credits toward master's degree.) *3 credits*

ED 505 Teaching Writing in the Secondary School

This introductory course integrates theory and practice and is designed for secondary teachers who desire to teach writing by using a process approach. Topics include: writing research, writing development, classroom methods for teaching writing in the secondary school, the use of journals, cooperative practices in the secondary writing classroom, reading-writing connections and exposition writing. Students experience the writing process through their own writing.

3 credits

ED 506 Teaching Writing in the Elementary School

This introductory course is designed for teachers who desire to implement the teaching of writing as a process in their elementary classrooms. Topics considered include: psycholinguistic foundations of writing process, writing research, writing development, the integration of theory and practice, classroom methods for teaching writing process from first draft to final copy, and helping children learn the writer's craft. Students in this course experience the writing process through their own writing.

3 credits

ED 507 Methods of Teaching Social Studies in the Elementary School

This course explores content and strategies for teaching social studies at the elementary level. Methodology and research which incorporate social studies

concepts with those posited by multicultural education are the focus of instruction. This integration promotes incremental development and elaboration of understandings across grade levels. Ways to involve elementary students in the realities of cultural diversity are examined and implemented by lesson design and corresponding activities.

3 credits

ED 512 Contemporary Issues in Education

In this course students will investigate and discuss current issues important to education. A goal is for students to understand the relationship between the systemic nature of particular issues and their specific manifestations in local, national and global arenas. In addition, students will identify the ways that they, as educators and as citizens, attend to these issues at the local level.

3 credits

ED 517 Developing Collaborative Learning Methods

This workshop is designed to allow the participant to develop collaborative learning exercises within their curriculum. The ultimate aim of the workshop, which is predominately hands-on, is to integrate collaborative exercises into the syllabi for the upcoming school year.

3 credits

ED 521 Comparative Philosophies of Education

This course offers a comparison of systems of philosophy influential in education.

3 credits

ED 522 The Developmental Process

This course explores recent findings regarding the cognitive, affective and moral development of the young person and the implications for schooling practice.

3 credits

ED 531 Methods of Teaching Literacy in the Elementary School: Grades 3–6

This course explores the continuation of literacy development and learning, with emphasis on content area literacy development in the later elementary grades. Guided by current research and practice in literacy, pedagogy, human development and multicultural education, students will learn how to assess and develop children's literacy strategies and skills, organize and facilitate group and individual learning in reading and writing, and design and carry out content-based curriculum to support continued literacy development. Integration of visual and performing arts and appropriate use of electronic technology are addressed. Collaborative work, on-site observations and two hours per week of fieldwork in priority school districts are a requirement of the course.

3 credits



ED 533 Learning Values:

Moral Development and Moral Education

One of the fundamental functions of formal schooling in the United States is to instill within students and teachers certain habits, beliefs, and attitudes that reproduce the cultural norms of our society. Certain of these may be considered as values, others as morality. However, values and moral codes of behavior are not simply transmitted, but are actively created, replicated, resisted and adjusted within the process of learning. In this course, students will examine the enculturation processes that transmit and create values and morality in individuals. They will examine how schools incorporate values and morality throughout formal and informal curricula. Through the examination of theoretical frameworks and case studies, students will develop a critique of schooling as a normative institution, locate individual moral development within a cultural context, and examine the intersections of individual and cultural values and morality in schooling.

3 credits

ED 534 Theories of Learning

The course presents a detailed consideration of the positions on the nature and conditions of human learning found in the principal schools of psychology and in contemporary research.

3 credits

ED 545 Science, Health & Social Studies in the Elementary Classroom

This course explores content, methodologies, and experiences in the teaching of sciences, health and social studies in the elementary school. Guided by current research and practice in these content areas, as well as in pedagogy, human development and multicultural education, students will design inquiry-oriented interdisciplinary science, health and social studies curriculum units that develop content knowledge, tools of inquiry, technological competence, and critical thinking. Extensive collaborative work will be required. (Prerequisite: ED 437 or ED 531 or permission of the instructor).

3 credits

ED 546 Integrating Music and Arts into the Elementary School Curriculum

This course demonstrates that music and the arts are an integral part of the elementary school curriculum. Students also explore how the arts can be utilized to promote awareness, acceptance and respect for diverse cultures. Properly conceived, the arts constitute a great integrating force if viewed as a component of every discipline. A primary focus of the course is to show how the arts can be infused throughout the curriculum and permeate the subject matter of the elementary school. The concept of infusion implies that music and the arts be thought of and incorporated as interdisciplinary studies that should be the responsibilities of all elementary school teachers.

3 credits

ED 552 Participatory Action Research: Exploring Education, Culture and Society

This course is designed for teachers, psychologists, counselors, marriage and family therapists, health professionals, and other people working with and in various schools and communities. The course introduces students to various theoretical and practical issues in the design and implementation of field-based participatory action research (PAR). Students critically analyze a number of PAR projects and develop a conceptual framework from which to examine PAR, as well as explore the strengths and limitations of community-based research, its relationship to pedagogical practices, public and educational policies, professional ethics, social services, psychological theory, and teacher education.

3 credits

ED 556 Constructivist Methods for Secondary Teachers

An interdisciplinary, project-based approach to constructivism at the secondary level. Students will explore issues of planning, implementing and assessing constructivist-based instructional units, and learn about classroom management and equity issues related to constructivist teaching and learning. The course will provide an opportunity for students to engage in hand-on activities designed to help students construct their own knowledge. *3 credits*

ED 558 21st Century Adolescent Psychology

New insights into contemporary adolescent development and its challenges are presented. This course includes the study of youth boredom, violence, suicide, motivations, gangs, crime, substance abuse alienation, sexual activity, depression, anxiety, etc. *3 credits*

ED 565 Principles of Curriculum Development and Evaluation

The principles, problems, theories and critical issues in curriculum organization are studied. The main thrust of the course is the gaining of practical knowledge on developing and improving curriculum. Emphasis is placed on the identification and systematic study of concerns and new directions in curriculum development and improvement, based on current research and thought. *3 credits*

ED 581 Directed Observation and Supervised Student Teaching: Secondary Education

This course offers a semester-long experience in local schools for students who have been approved as qualified candidates for secondary teaching. Students are involved five days each week in observation and teaching. The dynamics of classroom management, teaching techniques, organization of lesson plans and duties of faculty are emphasized. Group seminars and individual conferences are held and each student is assisted, observed and evaluated by the University supervisor(s) and the cooperating teacher(s). Given in the spring semester only; students must register with the Director of Student Teaching Placement at the beginning of the previous fall semester. (Prerequisites: Formal acceptance into Teacher Preparation Program and completion of all certification course requirements.) *6 credits*

ED 582 Student Teaching Seminar: Secondary Education

This weekly seminar is taken concurrently with student teaching. The seminar focuses on the issues and problems faced by secondary student teachers and on the culture and organization of the schools. Although much of the subject matter of the seminar flows from the on-going student teaching experience, attention is paid to issues such as teaching research, school governance, school and district organizational patterns, classroom management, conflict resolution, communication with parents and caregivers, sensitivity to multicultural issues and inclusion. The job application process, including resume writing, interviewing skills and developing a professional portfolio, are addressed in the seminar. *3 credits*

ED 583 Directed Observation and Supervised Student Teaching: Elementary Education

This course offers a semester-long experience in local schools for students who have been approved as qualified candidates for elementary school teaching. Students are involved five days each week in observation and teaching. The dynamics of classroom management, teaching techniques, organization of lesson plans and duties of faculty are emphasized. Group seminars and individual conferences are held and each student is assisted, observed and evaluated by the University supervisor(s) and the cooperating teacher(s). Given in the spring semester only; students must register with the Director of Student Teaching Placement at the beginning of the previous fall semester. (Prerequisites: Formal acceptance into Teacher Preparation Program and completion of all certification course requirements.) *6 credits*

ED 584 Student Teaching Seminar: Elementary Education

This weekly seminar is taken concurrently with student teaching. The seminar focuses on the issues and problems faced by elementary education student teachers and on the culture and organization of elementary schools. Although much of the subject matter of the seminar flows from the on-going student teaching experience, attention is paid to issues such as teaching research, school governance, school and district organizational patterns, classroom management, conflict resolution, communication with parents/caregivers, and sensitivity to multicultural issues and inclusion. The job application process, including resume writing, interviewing skills and developing a professional portfolio, are addressed in the seminar. *3 credits*

ED 590 Practicum in Teaching

The student is required to solve a practical problem in classroom teaching which involves applying educational research to a specific school situation. *3 credits*

ED 595 Independent Study in Curriculum and Teaching

This course requires self-selected activity by qualified students under faculty supervision. Options include field studies or library research with in-depth study of a problem for a specified time. Student must submit preliminary proposal, detailed research design, and a comprehensive report and evaluation. Frequent consultation with faculty advisor is required. *3 credits*

Teaching Fields

EN 404 Children's Literature

This course emphasizes developing an awareness of a variety of books that combine literary excellence and subjects appropriate to a child's world. Topics considered include: comparison of authors, illustrators, and genre; literature-based elementary classrooms; literature across the curriculum; reader response; critical thinking/critical reading; and the role of children's literature in a pluralistic society. *3 credits*

EN 405 Literature for Young Adults

Over the past two decades, adolescent literature has proliferated, grown more diverse, and improved in richness and quality. The purpose of this course is to explore the major current authors, poets and illustrators of works written for young adults. Among the topics considered are: theories and purposes of reading literature in the classroom; developing criteria for evaluating adolescent literature; reader response in the classroom; reading workshop; and integrating adolescent literature across the curriculum. *3 credits*

EN 406 Multicultural Literature K-8

In this course, students will examine how literature written for children and young adolescents supports the principles of multicultural education. Through assigned and self-selected projects, students will design curriculum, examine issues relevant to the intersections of literature and multicultural education. *3 credits*

EN 411 Teaching Writing in the 3-12 Classroom

This course is designed to provide teachers and prospective teachers with a theoretical background in writing process as well as practical techniques for applying the theory. In addition the course helps teachers develop an awareness not only of their own composing processes but the processes of others. Some of the topics covered are the writing needs of diverse populations, the reading/writing relationship, the writing of different genres, mini-lessons, conferencing techniques, revision techniques, writing across the curriculum, publishing alternatives, portfolios and other forms of assessment. An underlying premise of the class is that in sharing their perspectives, teachers at the elementary and secondary levels can enhance each other's performance as writing educators and as writers. *3 credits*

EN 417 Traditional and Structural Grammar

Designed for both English education majors and for experienced English teachers, the course presents an introduction to the principles of modern descriptive linguistics, especially as they relate to present-day English, its grammatical structure, its sound and spelling systems, its vocabulary and rules of usage. Modern English grammar is approached from both the structural and transformational points of view. Special emphasis is given to the teaching of language arts, including composition and stylistic analysis. *3 credits*

EN 482 The English Language: Form and Function

Designed for teachers and prospective teachers of English or of English to speakers of other languages, this course provides a linguistic analysis of the English language. Students gain an understanding of the phonological, morphological, lexical and syntactic systems of English. In addition, attention is given to the sociolinguistic aspects of the language. *3 credits*

HI 400 U.S. History for Educators

Designed to meet the U.S. history requirement for teacher certification students, this course traces the growth of democratic principles in the United States, from colonial America to the present, and examines its impact on American social, political and educational institutions. (For graduate-level teacher certification students only; not applicable to history-social studies certification. Also, for those who have not taken a survey course in U.S. History on the undergraduate level.) *3 credits*



Educational Technology

Faculty

Ibrahim M. Hefzallah (*Chair*)
Justin I. Ahn

As the world enters the 21st Century, the goal of education has become more focused than ever on cultivating truly educated persons. An *Educated Person* is one who is capable of maintaining a high quality of life, and of contributing to the betterment of the community and the world as a whole.

Information technologies have proven to be a significant advantage to the teaching/learning process. Developments in these technologies provide more powerful and versatile applications in education. Never before have educators had the wide and effective range of instructional and telecommunications technologies that are available to them and their students in and out of class.

Prior to the accelerated evolution of information technologies, educators advocated the need for individualized, flexible, interactive, interdisciplinary and up-to-date learning environments in which students control their own learning – necessary conditions to enable students to become educated persons. However, with reliance on textbooks and audiovisual supplements it was difficult, if not impossible, to implement such progressive educational practices. Today, the new learning and telecommunications

technologies can help realize educators' pedagogical dreams.

The Educational Technology program serves two main functions. First, it offers educational technology courses to satisfy the needs for educational technology components in the various programs of the Graduate School of Education and Allied Professions. Second, it offers a multi-track program for students interested in obtaining an M.A. or a C.A.S. in the field of educational technology. The program emphasizes theory, production, applications, and infusion of educational technology in education. It explores the effects of information technologies on the learner, the educational system, and the society as a whole.

Students in the program utilize state-of-the-art facilities including the University information infrastructure, which utilizes fiber optics to the desktop. Equipment and facilities available to the students include multimedia computer laboratories, color television studios, analog and digital video postproduction, digital still picture cameras, portable video cameras and recorders, and a host of media equipment.

Internships in television, multimedia production, and school media library are available to students majoring in educational technology.

Required courses are outlined below. Some courses may be substituted at the discretion of the Department Chairperson.

Areas of concentration within the program are:

1. School Media Specialist Certification
2. Instructional Development
3. Computers in Education
4. Television Production
5. Free-Track

School Media Specialist Certification

Course requirements for a School Media Specialist certification are as follows:

1. Students holding a Connecticut educator certificate within at least one year of successful teaching must complete a minimum of 30 credits in educational technology and approved, related courses. It is recommended that the selection of courses cover both the print and the non-print media.
2. Students without an educator certificate and who wish to earn initial educator certification must complete a minimum of 24 credits in educational technology and approved related courses, and 24 credits from the following:

To be considered an initial certification program completer and/or to receive an institutional endorsement when applying for initial educator certification from the State Department of Education, a student must have completed all coursework in the planned program as well as all PRAXIS II assessments required by the state for the intended certification.

Required 24 credit hours from the following:

- | | |
|--------|--|
| ED 429 | Philosophical Foundations of Education |
| ED 441 | Teaching and Learning within Multicultural Contexts of Learning |
| ED 442 | Educational Psychology |
| ED 465 | Teaching Methods for Secondary School |
| | OR |
| ED 565 | Principles of Curriculum Development (for students with teaching experience) |
| MD 400 | Introduction to Educational Technology |
| MD 581 | Directed Observation and Supervised Student Teaching in Media |
| MD 582 | Student Teaching Seminar |
| SE 405 | Exceptional Learners in the Mainstream |
| | OR |
| SE 430 | Special Learners in the Regular Classroom |

Requirements for the Master of Arts

The major in Educational Technology requires 33 credits with at least 24 credit hours in educational technology and approved related courses offered by other departments in the School.

I. Required Courses (12 credits)

- ED 429 Philosophical Foundations of Education
- ED 441 Teaching and Learning within Multicultural Contexts of Learning
- MD 400 Introduction to Educational Technology
- MD or CS 499 Research in Educational Technology I
OR one of the following:
 - MD 590 Internship in School Media
 - MD 591 Internship in TV Production
 - MD 592 Internship in Multimedia Production

II. Areas of Specialization (21 credits)

A. School Media Specialist

A.1. Required Courses

- MD 403 The School Library
- MD 405 School Library Automation
- MD 406 Introduction to Reference, AND
- One of the following:
 - EN 404 Children's Literature
 - EN 405 Literature for Young Adults
 - EN 406 Multicultural Literature K-8
 - MD 415 Introduction to CD-ROM Applications in Education K-12
 - CS 510 Seminar on the Selection, Evaluation and Design of Curriculum Materials for Microcomputers
 - MD 433 Critical Viewing of Television and Children's Safety on Mass Media and the Internet
 - MD 425 History of Motion Pictures in the Western World

A.2. Choice of 9 credits from the following

- | | |
|-----------|--|
| CS 429 | The World Wide Web in Education and in Training |
| CS 504 | Integrating Computer Graphics into K-12 Curricula |
| CS 510 | Seminar on the Selection, Evaluation and Design of Curriculum Materials for Microcomputers |
| ED 470 | Using Newspapers as Teaching Tools |
| MD 410 | Sounds of Learning |
| MD 411 | Desktop Publishing Design and Applications: Part I |
| MD 415 | Introduction to CD-ROM Applications in Education K-12 |
| MD 425 | History of Motion Pictures in the Western World |
| MD 431 | Video Production I |
| MD 433 | Critical Viewing of Television and Children's Safety on Mass Media and the Internet |
| MD/CS 442 | Design and Development of Multimedia Programs |
| MD 450 | Computer Graphics for Visual Communication: Part I |
| MD 460 | Principles of Instructional Development |
| MD/CS 465 | Classroom Productivity Tools (PC) |
| MD/CS 467 | Introduction to Networking: Concepts and Applications |
| MD 470 | Distance Teaching in the Information Age |

B. Instructional Development Program**B.1. Required Courses**

1. MD 460 Principles of Instructional Development
2. ED 534 Theories of Learning
OR
ED 553 Learning New Perspectives

B.2. Choice of 15 credits from the following:

- CS 429 The World Wide Web in Education and in Training
- ED 565 Principles of Curriculum Development and Evaluation

One of the following:

- EN 404 Children's Literature
- EN 405 Literature for Young Adults
- EN 406 Multicultural Literature K-8

- MD 410 Sounds of Learning
- MD 411 Desktop Publishing Design and Applications: Part I
- MD 415 Introduction to CD-ROM Applications in Education K-12
- MD 420 Writing for the Visual Media
- MD 431 Video Production I
- MD/CS 442 Design and Development of Multimedia Programs
- MD 450 Computer Graphics for Visual Communication: Part I
- MD 451 Computer Graphics for Visual Communication: Part II
- MD 455 Communications in the Information Age
- MD 470 Distance Teaching in the Information Age
- MD 531 Video Production II
- MD/PY 545 Designing & Development of Training Programs
- MD 550 Production of Training/Instructional Programs

C. Computers in Education**C.1. Required Courses**

1. CS438 Principles of Instructional Development
2. ED 534 Theories of Learning
OR
ED 553 Learning New Perspectives

C.2. Choice of 15 credits from the following:

- CS 405 Introduction to LOGO and MicroWorlds

One of the following:

- CS 408 Introduction to Computers in Writing
- CS 409 Computers in Writing Across the Curriculum

- CS 417 Computers in Elementary Education

- CS 429 The World Wide Web in Education and in Training

- CS 433 Desktop Publishing Design and Applications: Part I

One of the following:

- MD/
CS 426 Classroom Productivity Tools (MAC)
- MD/
CS 465 Classroom Productivity Tools (PC)

One of the following:

- CS 436 Teaching and Learning with Macintosh Multimedia
- CS 437 HyperStudio for Teachers

- CS 442 Design and Development of Multimedia Programs

- CS 467 Introduction to Networking: Concepts and Applications

- CS 468 Computer Graphics for Visual Communication: Part I

- CS 504 Integrating Computer Graphics into K-12 Curricula

- CS 510 Seminar on the Selection, Evaluation and Design of Curriculum Materials for Microcomputers

- MD 405 School Library Automation

- MD 415 Introduction to CD-ROM Applications in Education K-12

- MD 470 Distance Teaching in the Information Age

D. Television Production

Choice of 21 credits from the following:

CS 429	The World Wide Web in Education and in Training
MD 410	Sounds of Learning
MD 416	Introduction to Film and Digital Photography
MD 420	Writing for the Visual Media
MD 425	History of Motion Pictures in the Western World
MD 431	Video Production I
MD 433	Critical Viewing of Television and Children's Safety on Mass Media and the Internet
MD/CS 442	Design and Development of Multimedia Programs
MD 450	Computer Graphics for Visual Communication: Part I
MD 455	Communication in the Information Age
MD 460	Principles of Instructional Development
MD 470	Distance Teaching in the Information Age
MD 511	Desktop Publishing Design and Applications: Part II
MD 531	Video Production II
MD 540	Practicum in TV Production
MD 541	TV in Training and Business
MD/PY 545	Designing Development and Training Programs
MD 550	Production of Training/Instructional Programs
PY 471	Effective Interviewing

5. Free-Track

The program is designed by the student in consultation with the advisor and is based on the student's previous experience and intended career goals. To be considered an educational technology major, a student must accumulate 24 credit hours in educational technology and approved media-related courses.

III. Comprehensive Examination for all Tracks

Requirements for the Certificate of Advanced Study

Students accepted in the program must complete 30 credit hours beyond the master's degree.

A. Required Courses

ED 521	Comparative Philosophies of Education
ED 534	Theories of Learning
ED 533	OR Learning New Perspectives
MD/CS 599	Research in Educational Technology II

Other courses must be in the selected area of specialized study.

B. Areas of Specialization

1. Educational Technology Management

ED 512 Contemporary Issues in Education
Selection of six courses from the School Media Specialist and Instructional Development areas.

2. Instructional Development

Open for candidates who have had their Master's degree in areas other than Instructional Development.

Choice of seven courses from the Instructional Development cluster.

3. Computers in Education

Open for candidates who have had their Master's degree in areas other than Computers in Education.
Choice of seven courses from the Computers in Education cluster.

4. TV Production

Open for candidates who have had their Master's degree in areas other than TV Production.
Choice of seven courses from the TV Production cluster.

5. Free-Track

The program is designed by the student in consultation with the advisor and is based on the student's previous experience and intended career goals (21 credit hours).



Course Descriptions

MD 400 Introduction to Educational Technology

This course is the foundation course for our program in educational technology. It aims at developing students' appreciation of the basic characteristics of the information age and how the technologies of that age are affecting every phase of our lives. It also aims at helping them to articulate a vision of educational reform in the information age, identify the primary goal(s) of that reform, and understand the potential applications of educational technology in enriching the education of every student. The course also aims at developing students' understanding and skills in using computer and information technologies including the Internet to design and implement effective learning environments. The use of the new technologies in research is also emphasized. Students also study necessary conditions for effective utilization of technologies of instruction in schools.

Lab Fee: \$45

3 credits

MD 401 Introduction to Educational Technology for Elementary Schools

This course examines the role of a wide range of instructional technologies in the elementary school and how they are used in teaching different areas of the curriculum. Emphasis is put upon studying the use of the computer as a reference tool and its application in specific subject areas as well as the use of conventional and new technologies of instruction to satisfy the varied learning needs of the students, and to enhance the teacher's personal productivity. The teacher's role in integrating the use of instructional technologies in the classroom is also emphasized.

Lab Fee: \$45

3 credits

MD 403 The School Library

The role of the school library in the teaching-learning process is examined. Recent trends in planning and using school libraries; remodeling existing libraries for more efficient use; future developments; and teaching elementary and secondary school students efficient ways of using the school library are covered.

3 credits

MD 405 School Library Automation

This course provides students with the hands-on experiences required in implementing a circulation and catalogue automation system in a library. Topics covered include barcoding, MARC records, retrospective conversion, catalogue searching, and networking. Each student creates a fully functional circulation/catalogue system, complete with overdues, statistics reporting, reserve and temporary items and special collection groups. No previous computer or automation skills are required.

Lab Fee: \$45

3 credits

MD 406 Introduction to Reference

In this course, students learn how to find information and how to teach elementary and secondary school students efficient ways of retrieving information, including on-line reference. The course also examines searching strategies of the Internet.

3 credits

MD 410 Sounds of Learning

Students study basic principles of writing an audio program, developing children's listening skills; the use of radio and recorded materials in teaching; and the use of audio in computerized multimedia. They also review some of the available audio teaching programs with emphasis upon individualized and group instruction.

Lab Fee: \$45

3 credits

MD 411 Desktop Publishing Design and Applications: Part I

The production of effective instructional media relies heavily on a basic understanding of visual and audio design. By applying this knowledge, educators and business communicators alike increase the likelihood of impacting their audiences favorably. This course uses a number of production tools including PageMaker and other publishing programs to create originals that will be used to produce multimedia presentations, 35mm slides, overhead transparencies, newsletters, and flyers. Participants learn how to integrate desktop publishing into all instructional areas of K-12 education. Lab Fee: \$45

*3 credits***MD 415 Introduction to CD-ROM Applications in Education K-12**

CD-ROM (Compact Disc-Read-Only-Memory) is a powerful publication medium. Its major advantage is the ease of retrieving information from a vast amount stored on the disc. No prior knowledge of computers is needed to benefit from browsing, sorting, and selecting information stored on a CD-ROM disc. This course offers the opportunity to students to investigate and explore the educational uses of some of the most acclaimed CD-ROM programs. The course utilizes a multimedia laboratory.

Lab Fee: \$45

*3 credits***MD 416 Introduction to Film and Digital Photography**

This course emphasizes the role of the still picture in communication, with particular attention given to its use in instruction, design and production of instructional still pictures, mechanics of photographic camera operations, basics of film processing and darkroom techniques. It also introduces the student to digital photography and its use in producing computer graphics presentations.

Lab Fee: \$45

*3 credits***MD 420 Writing for the Visual Media**

The course aims at developing the student's understanding and basic skills in writing for visual media. Visual media include TV, motion pictures, sound/slide presentations, computerized visual presentations, and interactive multimedia programs. Students have the opportunity to analyze segments of different visual media programs and to produce at least one presentation.

*3 credits***MD 425 History of Motion Pictures**

This course involves the study of the evolution of the motion picture as a communication medium from its infancy to its present stage of development.

Film Fee: \$45

*3 credits***MD 431 Video Production I**

Using a single-camera videotape recorder system, the course explores simple and creative production and utilization techniques of TV in education and training. Students will also learn basic analog and digital video postproduction. The students also have the opportunity to become familiar with multiple-camera systems using the University color television studio.

Lab Fee: \$45

*3 credits***MD 433 Critical Viewing of Television and Children's Safety on Mass Media and the Internet**

Because television is watched by millions of children and young people for long hours every day, it is essential to develop their critical viewing abilities. Critical viewing of television can be taught and should not be left to chance. However, without discriminating parents and teachers, children lack the models of intelligent use of the television medium. This course aims at enhancing adults' understanding of television and their critical viewing skills. It focuses on methods and curricula for developing critical viewing skills of children and teenagers. The course also examines the issues of children's safety on the Internet. A great deal of what we have learned about critical viewing of motion pictures and television could help solve problems related to inappropriate material which young people could easily retrieve on the Internet. *3 credits*

MD 450 Computer Graphics for Visual Communication: Part I

This course aims at developing students' understanding of computer graphics in visual communication. It also provides them with opportunities to practice skills needed to develop visuals for presentations using the video screen as an audiovisual device. Using the multimedia laboratory, students gain experience in creating well-designed screens that integrate text, graphics, graphs, and audio into an effective presentation. Applications of computer graphics in K-12 education are studied.

Lab Fee: \$45

3 credits

MD 451 Computer Graphics for Visual Communication: Part II

This course will introduce students to the scope and the application of computer graphics in industry and business. Topics include different styles and capabilities of computer graphics, and analysis of resources for creating the various types of computer graphics in terms of hardware, software and other cost-effective factors compared to conventional graphic image preparation. The course also offers students the opportunity to experiment with packaged computer graphic programs using the Multimedia Lab.

Lab Fee \$45

3 credits

MD 455 Communications in the Information Age

The course is designed to acquaint the student with new communications technologies, their backgrounds, current applications and likely future directions. The impact of these technologies on humanity is discussed.

3 credits

MD 460 Principles of Instructional Development

The course covers the principles and application of systematic design of instruction in the design of multimedia curricula. Topics studied include designing, developing, and evaluating instructional materials; selecting media; conducting needs assessment and learner analysis; writing instructional objectives; and assessing learner's performance. Students have the opportunity to role-play an instructional development consultant by analyzing, evaluating, and proposing potential solutions to selected case studies.

(Prerequisite: MD 400)

3 credits

MD 470 Distance Teaching in the Information Age

Distance teaching has become a major form of teaching and training around the world. This course examines the nature of teaching at a distance, planning of distance teaching courses and activities, the role of technology in delivering distance teaching, the current and potential applications of the Internet in distance teaching, and the use of integrated media resources in distance teaching. (Prerequisites: MD 400, CS 429, or permission of Chair)

Lab Fee: \$45

3 credits

MD/CS 499 Research in Educational Technology I

Prerequisite: 18 credit hours in educational technology. Open to MA students.

3 credits

MD 500 Administration of Educational Technology Programs

This course covers the administration and organization, of educational technology programs on single school, school system, college and university levels. Types of services, budgeting and planning for instructional technology application are included. (Prerequisites: MD 400, MD 403, MD 411 and CS 429)

3 credits

MD 511 Desktop Publishing Design and Applications: Part II

(Formerly Audiovisual Design and Production: Part II)

This course is an in-depth study of the theory and the process of effective visual design and presentation. Using microcomputers and advanced software, students design and produce a multimedia instructional/training package. (Prerequisite: MD 411, or permission from the instructor)

Lab Fee \$45

3 credits

MD 531 Video Production II

The picture element in television, pictorial composition, visual continuity, lighting, audio, video editing, basics of script writing and the producing of a training/instructional television program are examined. (Prerequisite: MD 431)

Lab Fee \$45

3 credits

MD 540 Practicum in TV Production

Prerequisite: Nine credit hours in TV courses and six credit hours in other media production courses.

Credit by arrangement

MD 541 TV in Training and In Business

This course examines the use of television in in-house training, the integrated use of computers and video in training. Building a video image of a business enterprise and analytical study of television in advertising are included. (Prerequisites: MD 431 and MD 531)

3 credits

MD/PY 545 Designing Development and Training Programs

Participants are expected to be prospective trainers, training specialists, personnel generalists, or line personnel in business and industry. The primary focus of the course is upon designing development and training programs for administrative professionals and management employees. Course assignments provide individualization and tailoring of course content to participant needs and working environment.

3 credits

MD 550 Production of Training/ Instructional Programs

The students puts into use the principles and skills they have developed in previous courses to plan, design and produce a training/instructional program. (Prerequisite: 18 credit hours in media production and a satisfactory background in theories of learning and evaluation) *3 credits*

MD 580 Research in Educational Technology Administration

This is an independent study project with emphasis upon research in administering educational technology programs. (Prerequisite: 15 hours in educational technology courses) *3 credits*

MD 581 Directed Observation and Supervised Student Teaching in Media

Under the supervision of the media librarian, students gain experience in the full spectrum of library media experiences, including design, implementation, delivery and evaluation of media services. Students attend group seminars on campus once a week for discussion of student experiences and presentations. Individual conferences are held and each student is assisted, observed, and evaluated by the faculty and the cooperating media librarian. *6 credits*

MD 582 Student Teaching Seminar

This seminar focuses on the issues and problems faced by student teachers and on the culture and organization of the schools. Although much of the subject matter of the seminar flows from the on-going student teaching experience, attention is paid to issues such as school governance, school and district organizational patterns, classroom management, conflict resolution, communication with parents, sensitivity to multicultural issues and inclusion. The job application process, including resume writing, interviewing skills and developing a professional portfolio is addressed in the seminar. *3 credits*

MD 590 Internship in School Media

The internship is for full-time students who seek firsthand experience in school media management.

Credit by arrangement

MD 591 Internship in TV Production

Credit by arrangement

MD 592 Internship in Multimedia Production

Credit by arrangement

MD 595 Independent Study in Educational Technology

Students may do individual study in educational technology with a faculty member. Proposals for independent studies are submitted prior to registration. *3-6 credits*

MD/CS 599 Research in Educational Technology II

Prerequisite: 18 credit hours in educational technology courses; open for CAS students. *3 credits*

CS 405 Introduction to LOGO and MicroWorlds

This course introduces students to LOGO and MicroWorlds, their use in teaching and learning, and the rationale leading to the development of these exploratory learning environments.

Lab Fee: \$45 *3 credits*

CS 408 Introduction to Computers in Writing

How has the computer altered writing and our practice and teaching of it? What does it promise for the future? In this course, we examine these questions from several theoretical and practical points of view. Readings are frequently illustrated with hands-on software use. Beginning with an examination of notions of test, literacy and communications, we review writing theory, writing process and types of electronic collaboration. Additional topics focus on hypertext and hypermedia, literacy criticism, aspects of planning and running successful computerized programs and what writers of various ages and levels of expertise, from emerging to accomplished, kindergarten through college, can expect from writing on computers.

Lab Fee: \$45 *3 credits*

CS 409 Computers in Writing Across the Curriculum

The focus in this course is on ways in which computers can help students learn to write in subject matter areas. This course emphasizes writing as a process and will consider methods of applying computers to improve the writing ability of students. A significant part of participants' time is devoted to the development of projects to teach writing within their own disciplines.

Lab Fee: \$45 *3 credits*

CS 417 Computers in Elementary Education

This course focuses on the use of computers in elementary school instruction by providing teachers with strategies to integrate technology into the curriculum. Teachers study effective approaches for the use of a single computer classroom and an independent computer lab. Participants explore integration by content area, multidisciplinary themes and activities spanning many learning processes. A broad range of software appropriate for the elementary school is demonstrated.

Lab Fee: \$45 *3 credits*

MD/CS 426 Classroom Productivity Tools (Mac)

The primary goal of this course is for teachers to master the use of the integrated application environment of AppleWorks, which includes word processor, spreadsheet, database, paint, draw and communications applications. A second fundamental goal of this course is for teachers to learn to use the AppleWorks integrated software as an environment for student learning. A further objective is for teachers to learn to use this software to administer, organize and manage their classrooms effectively.

Lab Fee: \$45

3 credits

CS 429 The World Wide Web in Education and in Training

In this course teachers learn the use of the services and resources offered by the Internet and the World Wide Web. They study ways in which schools and training institutions are using the Internet, and come to know the resources on the Net that are of particular value to K-12 education. Students also learn the basics of designing and developing school homepages.

Lab Fee: \$45

3 credits

**CS 433 Desktop Publishing Design and Applications: Part I**

The production of effective instructional media relies heavily on a basic understanding of visual and audio design. By applying this knowledge, educator and business communicators alike increase the likelihood of impacting their audiences favorably. This course uses a number of production tools, including computer graphics and layout programs to create originals that are used to produce multimedia presentations, 35mm slides, overhead transparencies, newsletters, and flyers. No prior knowledge of computers is required. Cross-reference with MD 411.

Lab Fee: \$45

3 credits

CS 436 Teaching and Learning with Macintosh Multimedia

This course provides teachers in grades K-12 with a foundation in applied Multimedia authoring using QuickTime movie files and hypermedia products like HyperStudio. This course helps teachers develop an ability to evaluate their own multimedia creations as well as the creations of others. Some of the topics covered are the history of multimedia, the use of QuickTime movies in multimedia today, digital photography, digital video and audio compression algorithms, Kodak CD, CD-ROM creation, and the software topics: ScreenPlay, SoundEdit, and Adobe Premiere. Each student creates a multimedia project to be used as both an instructional tool and as a paradigm for student creations.

Lab Fee: \$45

3 credits

CS 437 HyperStudio for Teachers

In this course teachers master two sets of instructional skills. Each participant learns all of the skills necessary to create HyperStudio stacks for instructional purposes, and then learns how to use HyperStudio in their K-12 classrooms as an expressive and exploratory tool. A broad range of topics is studied in this course. Teachers learn to write, paint and draw with HyperStudio; create stacks with cards, buttons, actions and sounds; incorporate images directly from digital cameras and camcorders; quickly add multimedia and digitized video elements to stacks; attach actions to a variety of shapes; record and import images and sounds into stacks; and work with HyperStudio's scripting languages.

Lab Fee: \$45.

3 credits

CS 438 Principles of Instructional Development

The course covers the principles and application of systematic design of instruction in the design of multimedia curricula. Topics studied include designing, developing, and evaluating instructional materials; selecting media; conducting needs assessment and learner analysis; writing instructional objectives; and assessing learner's performance. Students have the opportunity to role-play an instructional development consultant by analyzing, evaluating, and proposing potential solutions to selected case studies. Cross-reference with MD 460. (Prerequisite: MD 400)

3 credits

MD/CS 442 Design and Development of Multimedia Programs

Students will learn to design interactive multimedia programs using Flash. The use of Flash to develop interactive multimedia Web sites for businesses has been increasing and its use in education is catching up. Students will have an opportunity to publish their production on the Web as well as saving it on CD-RW disc. (Prerequisite: MD 400)

Lab Fee: \$45

3 credits

MD/CS 465 Classroom Productivity Tools (PC)

In this course students study the applications of the Microsoft Office 2000 software package, including Word, Excel, Access, PowerPoint, and Publisher, in teaching as well as for classroom and school management. Students also learn to use Inspiration, Netscape Composer, HyperStudio, File Transfer Protocol, scanner, digital camera, digital video camera, laser videodisc player, recording sounds, publishing on CD-RW disc, Norton Antivirus 2000, and Net Op School. As time permits, other technologies such as speech-based programs will be introduced and demonstrated.

Lab Fee: \$45

3 credits

MD/CS 467 Introduction to Networking: Concepts and Applications

This course addresses the application of computer networking in schools to enhance communication, share ideas, and retrieve and send information. It covers the basics of a computer network including planning a computer network; client and networking operating systems; Microsoft Windows NT Server; Microsoft Windows Workstation; installation and use of Microsoft Office 97; Internet access; Internet E-mail; and Web servers. (Prerequisites: Minimum six credit hours in Computer in Education courses, and permission of the chair.)

Lab Fee: \$45

3 credits

CS 468 Computer Graphics for Visual Communication: Part I

This course targets the development of students' understanding of computer graphics in visual communication. It also provides opportunities to practice skills needed to develop visuals for presentations using the video screen as an audiovisual device. Using the multimedia laboratory, students gain experience in creating well-designed screens that integrate text, graphics, graphs, and audio into an effective presentation. Applications of computer graphics in K-12 education are studied. Cross-reference with MD 450.

Lab Fee: \$45

3 credits

CS 504 Integrating Computer Graphics into K-12 Curricula

This course focuses on the application of computer graphics in the development and delivery of K-12 curricula including language arts, mathematics, science and social studies. Software applications typically covered in this course are Adobe Illustrator, Photoshop, and PageMaker as well as the graphic components of AppleWorks and MSOffice. Participants work with scanners, digital cameras and video cameras, and use them to obtain and capture images for their course projects.

Lab Fee: \$45

3 credits

CS 510 Seminar on the Selection, Evaluation and Design of Curriculum Materials for Microcomputers

In this seminar, students study and discuss the relationship between theories of learning and the design, development, selection and use of computer teaching/learning environments. (Prerequisite: This course is taken at the end of the approved program.)

Lab Fee: \$45

3 credits

CS 590 Internship in Computers in Education

The internship is for full-time students who seek firsthand experience in school media/technology management. Cross-reference with MD 590.

Credit by arrangement

CS 595 Independent Study in Computers

Students do independent study in computers with a faculty member. Proposals for independent study are submitted for consideration prior to course registration.

3 credits

MD/CS 499 Research in Educational Technology I

Prerequisite: 18 credit hours in educational technology; open for M.A. students.

3 credits

MD/CS 599 Research in Educational Technology II

Prerequisite: 18 credit hours in educational technology courses; open for CAS students.

3 credits



TESOL, Foreign Language and Bilingual/Multicultural Education

Faculty

Sr. Julianna Poole, SSND (*Chair*)

Antônio Simões

Rev. Mark Connelly, S.J.

This department is designed for teachers and prospective teachers in the areas of Teaching English to Speakers of Other Languages (TESOL) and Bilingual Education. Applicants interested in concentrating in Bilingual Education must demonstrate proficiency in English and at least one other language in accord with current State Department of Education regulations.

Required courses are outlined below. Some courses may be substituted at the discretion of the department chair.

Requirements for the Master of Arts

1. Completion of 33 credits
2. Required Education Courses (12 credits)
 - a. ED 429 Philosophical Foundations of Education
(Should be taken within first nine credits. NOTE: This is the required philosophy course for the Master's level student. Only by explicit exception will a Master's candidate be permitted to take any other course to fulfill the requirement.)
 - b. ED 499 Introduction to Educational Research (Prerequisite: At least 6 credits towards master's degree)
 - c. MD 400 Introduction to Educational Technology
OR
MD 401 Introduction to Educational Technology for Elementary Schools
 - d. ED 512 Contemporary Issues in Education (Prerequisite: At least 12 credits toward master's degree)
3. Areas of Concentration: Required Courses (12 credits)
 - a. Emphasis on TESOL
 1. SL 423 Principles of Bilingualism
 2. SL 436 Methods and Materials for Second Language Teaching
 3. SL 441 Teaching and Learning within Multicultural Contexts of Education
 4. SL 527 Testing and Assessment in Foreign Languages, ESL and Bilingual Programs
 - b. Emphasis on Bilingual/Multicultural Education
 1. SL 423 Principles of Bilingualism
 2. SL 426 Methods and Materials in Bilingual Programs
OR
SL 436 Methods and Materials for Second Language Teaching
 3. SL 441 Teaching and Learning within Multicultural Contexts of Education
 4. SL 527 Testing and Assessment in Foreign Language, ESL and Bilingual Programs
4. Special Education (3 credits)
 - ED/SE 430 Special Learners in the Regular Classroom
OR
SL/SE 419 Special Learners in the Bilingual/ESL Classroom
5. Electives (6 credits selected from program offerings with permission of advisor)

6. Completion of either a comprehensive examination or a Master's Thesis
 - a. Comprehensive Exam candidates selecting this option are required to register to take the examination after having completed at least 24 credits.
 - b. Thesis candidates selecting this option are required to:
 1. complete at least 15, but not more than 30, credits, including ED 499 Introduction to Educational Research;
 2. inform their advisor of their decision to write the thesis;
 3. obtain instructions for preparing the Master's thesis from the Chair of the TESOL, Foreign Language, Bilingual/Multicultural Education Department;
 4. enroll in SL 498 Thesis Seminar which may be selected as an elective with department Chair approval;
 5. receive written approval of the completed thesis by the Chair of the department;
 6. submit approved thesis to the Dean's office by appropriate deadline in order to fulfill degree requirements.

Requirements for the Certificate of Advanced Study

1. Completion of 30 credits
 2. Required courses (15 credits)
 - a. ED 521 Comparative Philosophies of Education
 - b. SL 527 Testing and Assessment in Foreign Language, ESL, and Bilingual Programs
 - c. ED 534 Theories of Learning
 - d. ED 565 Principles of Curriculum Development and Evaluation

OR

 - SL 528 Second Language Curriculum Development
 - e. SL 590 C.A.S. Practicum in Teaching
3. TESOL, Foreign Language and Bilingual/Multicultural Education courses (15 credits in area of concentration and/or approved electives)

State Certification

Fairfield University is accredited to offer Initial Educator Certification in both TESOL and Bilingual Education. Program course offerings are also provide for Cross Endorsements in TESOL and Bilingual Education. To be considered an initial certification program completer and/or to receive an institutional endorsement when applying for initial educator certification from the State Department of Education, a student must have completed all coursework in the planned program as well as all PRAXIS II assessments required by the state for the intended certification.

Requirements for the Initial Educator Certification

- A. TESOL
 1. Major in TESOL
OR
30 credits in TESOL courses taken in the following areas:
 - a. English Language
 - b. Language Theory
 - c. Culture and Intergroup Relations
 - d. Linguistic and Academic Assessment
 2. 9 credits in areas of bilingualism, a foreign language or literacy development
 3. 30 credits in a Planned Program of Professional Study to be distributed among each of the following:
 - a. Foundations of Education
 - b. Educational Psychology
 - c. A minimum of 6 hours of credit in methods of teaching English to speakers of other languages and curriculum related to TESOL
 - d. Supervised observation, full-time student teaching/seminar (9 credits)
 - e. Special Education (3 credits)
 - f. Educational Technology (3 credits)

Note: The present Initial Educator Certification requirements for TESOL (PreK-12) are in effect until June 30, 2003. New regulations effective July 1, 2003 designate specific competencies to be fulfilled. These competencies are integrated into the planned program. To be considered as an initial certification program completer and/or to receive an institutional endorsement when applying for initial educator certification from the State Department of Education, all coursework as well as PRAXIS assessment(s) must be completed.

B. Bilingual Education**1. Major in Bilingual Education**

OR

30 credits in Bilingual Education taken in the following areas:

- Philosophical Foundations of Bilingual Education
- Curriculum and Methods of Teaching in Bilingual Education
- Language Acquisition and Assessment
- Culture and Intergroup Relations

2. 30 credits in a Planned Program of

Professional Study to be distributed among each of the following:

- Philosophical Foundations of Education
- Educational Psychology
- Curriculum and Methods of Teaching
- Supervised observations, full-time student teaching/seminar (9 credits)
- Special Education (3 credits)
- Educational Technology (3 credits)

In view of the teacher's role in both school and community, students whose relevant academic productivity is marginal or who demonstrate personal qualities that are not conducive to the role of teacher will not be recommended for matriculation, continuation in the teacher preparation program, student teaching placement, or state certification.

Course Descriptions

SL/SE 419 Special Learners in the Bilingual/ESL Classroom

This course is designed to familiarize bilingual and ESL teachers with the developmental learning needs of children and adolescents who are exceptional. The special learning needs of linguistically and culturally diverse children are examined. Methods of identifying and working effectively with exceptional children and adolescents in bilingual or ESL classrooms are explored. *3 credits*

SL 421 Linguistics for Language Teachers

This course provides language teachers with a basic introduction to the principles and methods of linguistic theory. Semantics, syntax, morphology and phonology are covered in depth while pragmatics and written language are also discussed. The investigation of first and second language acquisition gives language teachers an insight into the development of language for ELL students. *3 credits*

SL 422 Teaching Grammar in Second Language Settings

The teaching of grammar is a necessary component of language programs. The aims of this course are to provide foreign/second language and bilingual teachers with techniques to facilitate their students' acquisition of grammar, illustrate effective contextualization of grammatical principles, and examine instructional strategies that draw the attention of the learner to specifically structural regularities. The realization of these aims are complemented by analyzing the theoretical considerations of second language grammar teaching. *3 credits*

SL 423 Principles of Bilingualism

This foundation course examines research and theories underlying bilingualism. Students gain an understanding of the concepts and issues involved in utilizing the principles of bilingualism in educational settings. An overview of the historical development of bilingual education in the United States and in other countries is complemented by the discussion of major programs and social models for bilingual education. *3 credits*

Testing Requirements for Bilingual Education

Individuals who wish to be certified in or add bilingual education as an endorsement, must demonstrate proficiency in English and the language of the bilingual program.

- The reading and writing components of Praxis I-CBT must be successfully completed.
- The Oral Proficiency Interview (OPI) of the American Council on the Teaching of Foreign Languages (ACTFL) is used as the measure of competency in languages represented among the State's required programs of bilingual education

Note: The present Initial Educator Certification requirements in Bilingual Education (PreK-12) are in effect until June 30, 2003. As of July 1, 2003, there will be two certification tracks in Bilingual Education: Elementary Bilingual Endorsement and Secondary Bilingual Endorsement. Students desiring certification should be aware of these dates.

To be considered an initial certification program completer and/or to receive an institutional endorsement when applying for initial educator certification from the State Department of Education, a student must have completed all coursework in the planned program as well as all PRAXIS II assessments required by the state for the intended certification.

SL 426 Methods and Materials in Bilingual Programs

Designed for elementary and secondary bilingual teachers and prospective teachers, this course provides an exploration of methods, techniques, strategies and instructional media relevant to bilingual learners. Students have the opportunity to examine a variety of bilingual education program models, analyze frequently used methods and materials, and discuss the adaptation and development of effective bilingual instructional materials and assessment instruments and the implementation of alternative methods. *3 credits*

SL 433 Practicum in TESOL

Students who are qualified candidates for teaching English to speakers of other languages participate in a field experience in actual ESL programs in selected instructional environments. Students have the opportunity to explore methods, techniques and assessment in the field of ESL. *3 credits*

SL 436 Methods and Materials for Second Language Teaching

Designed for foreign and second language teachers and prospective teachers, this course provides an exploration of methods, techniques, strategies and instructional media relevant to ESL and foreign language students. A major goal of the course is to discuss the development and enhancement of communicative environments in language classrooms. Students have the opportunity to examine a variety of innovative methods and to discuss the adaptation and development of materials and assessment instruments. This course meets the state requirement for the certificate for teaching English to adult speakers of other languages. *3 credits*

SL 441 Teaching and Learning within Multicultural Contexts of Education

The course is designed for classroom teachers in general, as well as ESL, foreign language and bilingual teachers. This course examines cultural and dialectal diversity. In addition to providing insights and instructional tools for understanding cultural pluralism, it focuses on developing transformative pedagogy. *3 credits*

SL 445 Comprehending and Communicating in a Second Language

Designed for second/foreign language and bilingual teachers, this course provides an examination of the current theory and research underlying the acquisition of speaking and listening skills in a second language. Strategies for assessing student performance, evaluating and adapting materials, and enhancing communicative competence in the classroom are presented. *3 credits*

SL 451 Content Area Instruction in Bilingual/ESL Classrooms

This course examines language and learning in the content areas while emphasizing the communicative environment of the classroom. Teaching strategies that enable the learner to understand the discourse of content subjects are explored. Textbooks and materials which incorporate content area instruction are examined, and procedures for integrating content area subjects and for assessing students' progress in the content areas are discussed. *3 credits*

SL 461 Reading and Writing in a Second Language

Designed for second/foreign language and bilingual teachers, this course provides an examination of the current theory and research underlying first and second language reading and composing processes. Procedures for understanding and analyzing the problems that characterize second language readers and writers are explored. Strategies for assessing student performance, evaluating and adapting materials, and enhancing the comprehension and creation of written second language discourse are presented. *3 credits*

SL 475 Sociolinguistics

This course examines variability in language use according to region, race or ethnic background, gender, and personality. The goals of the course include the development of a sensitivity to variation in one's own language use as well as that of others, and an examination of language variation in accord with the methods and insights of contemporary linguistics. *3 credits*

SL 477 Culture and Second Language Acquisition

Designed for foreign/second language and bilingual teachers, this course treats culture and language as interdependent phenomena. The basic concepts, research and principles applicable to culture and language learning are explored. Emphasis is on the practical application of the concepts to the language classroom. Students also gain an enhanced awareness of their assumptions regarding their own and other cultures, and they gain an understanding of how these assumptions influence language teaching and learning. *3 credits*

SL 489 Practicum in Bilingual Programs

Students who are qualified candidates for teaching in a bilingual setting participate in a field experience in actual bilingual programs in area school systems. Students gain experience in bilingual methods, techniques, planning and assessment. *3 credits*

SL 498 Thesis Seminar

This seminar is for students who have selected the thesis option for completion of the Master of Arts degree. Students develop their research proposals, carry out the research and complete their theses. An approved thesis must be submitted to fulfill this degree requirement. *3 credits*

SL 504 The English Language Learner in the Regular Classroom

This course is designed to familiarize the mainstream teacher with the learning needs of children and adolescents who are linguistically and culturally diverse. An overview of second language acquisitions theory provides the framework for discussing ways to meet the needs of English language learners. Strategies for developing and adapting materials for creating communicative classroom environments and assessing student performance are presented. *3 credits*

SL 526 Historical and Sociopolitical Issues in Bilingual/Multicultural/ESL Education

This course, which is conducted as a seminar, provides an overview of the historical events and philosophical issues underlying bilingual/multicultural education. Contemporary socio-political controversies surrounding bilingual education and ESL instruction are discussed. *3 credits*

SL 527 Testing and Assessment in Foreign Language, ESL, and Bilingual Programs

Designed for foreign/second language and bilingual teachers, this course provides an overview of techniques for assessing second language and bilingual proficiency. Standardized instruments currently in use are evaluated. Students have the opportunity to analyze techniques for assessing a variety of factors relevant to second language and bilingual proficiency including I.Q., academic achievement, language aptitude, and competence in reading, writing, speaking and listening. In addition, controversial issues affecting language assessment, such as the proficiency movement, are discussed. *3 credits*

SL 528 Second Language Curriculum Development This course is designed to familiarize foreign/second language and bilingual teachers with the theory underlying the development of second language curricula. The emphasis of the course is on devising curricula in accordance with the needs of learners. Strategies for analyzing needs, developing curricula that focus on communication, and evaluating and choosing appropriate materials and assessment instruments are presented. *3 credits*

SL 581 Directed Observation and Supervised Student Teaching

This course offers a semester experience for students who have been approved as qualified candidates for teaching in TESOL or Bilingual Education programs. Students are involved five days a week in observation and teaching. In accord with certification regulations, half of the period of student teaching is spent in an elementary setting and half in a secondary setting. The dynamics of classroom management, teaching techniques, organization of lesson plans and duties of faculty are emphasized. Group seminars and individual conferences are held and each student is assisted, observed and evaluated by the university supervisor(s) and the cooperating teacher(s). (Prerequisites: Formal acceptance into teacher preparation program and completion of all certification requirements.) *6 credits*

SL 582 Student Teaching Seminar

This weekly seminar is taken concurrently with student teaching. The seminar focuses on the issues and problems faced by student teachers and on the culture and organization of the schools. Although much of the subject matter of the seminar flows from the ongoing student-teaching experience, attention is paid to issues such as school governance, school and district organizational patterns, classroom management, conflict resolution, communication with parents, and sensitivity to multicultural issues and inclusion. The job application process, including resume writing, interviewing skills and developing a professional portfolio is addressed in the seminar. *3 credits*

SL 590 C.A.S. Practicum in Teaching

The student is required to solve a practical problem in classroom teaching which involves applying educational research to a specific ESL/Bilingual school situation. *3 credits*

SL 595 Independent Study

Students may do individual study with the written permission of the department chair. Proposals are submitted prior to registration. *3-6 credits*

Counselor Education

Faculty

Virgina A. Kelly (*Chair*)

Lynn M. Banez

Tracey Robert

Majors in the Counselor Education Department lead to a Master of Arts degree with a concentration in Community Counseling and School Counseling. The Community Counseling major prepares students to work in a variety of human service settings, including community counseling centers, career centers, substance abuse centers, crisis counseling centers, and other community agencies offering counseling services. The School Counseling major prepares students to work as counselors in elementary, middle, and secondary schools. Students are endorsed for certification and/or job placement only in their area of concentration. The Community and School Counseling programs of study are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Recognition of Postsecondary Accreditation (CORPA).

In view of the responsibilities of the role of counselor in both school and community settings, students whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor are not recommended either for matriculation or continuation in the department.

Admission to the Department

Admission decisions are made two times a year. The deadlines for submission of application materials are March 1 for Summer and Fall admission and November 1 for Spring admission.

In addition to the basic admission application, students are required to complete an application supplement. Candidates will be notified regarding an interview after a paper review of their credentials.

Requirements for the Master of Arts

Both majors in Counselor Education require completion of 48 credits for the Master of Arts degree. State certification as a school counselor may be accomplished as part of the Master of Arts degree program of study.



School Counselor Certification

The School Counseling major requires completion of the 48-credit Master of Arts degree. Students who have no prior teaching experience but wish to be certified in Connecticut as school counselors may do so by completing a one-year, full-time internship in a school setting prior to completion of the degree.

Requirements for the Certificate of Advanced Study

The Certificate of Advanced Study is awarded in School Counseling with the completion of a minimum of 30 credits in an approved program of study beyond the Master of Arts degree. A C.A.S. may also be obtained in Community Counseling provided the candidate possesses a Master's degree in a mental health counseling discipline (e.g. social work, rehabilitation counseling, community counseling, counseling psychology).

Master's Degree Programs of Study

Community Counseling

(minimum of 48 semester hours)

1. Social and Cultural Foundations (3 credits)
CN 433 Multicultural Issues in Counseling
2. Human Development (6 credits)
CN 447 Lifespan Human Development
PY 436 Psychopathology & Classification I
OR
PY 437 Psychopathology & Classification II
3. Professional Orientation (3 credits)
CN 468 Professional Issues in Counseling
4. Helping Relationship (9 credits)
CN 500 Theories of Counseling and Psychotherapy
CN 553 Counseling Pre-Practicum
FT 550 Introduction to Marriage and Family Therapy
5. Group Work (6 credits)
CN 455 Group Process
CN 554 Group Facilitation
6. Lifestyle and Career Development (3 credits)
CN 457 Career Development: Theory and Practice
7. Appraisal (3 credits)
PY 536 Educational and Psychological Testing
8. Research and Evaluation (3 credits)
CN 566 Research Methodology
9. Clinical Instruction (6-9 credits)
CN 558 Counseling Practicum
CN 590C Internship: Community Counseling
10. Specialized Curriculum (3 hours)
CN 432 Community Counseling: Management, Delivery, and Evaluation
11. Electives
12. Comprehensive examination which may be taken prior to the internship.

School Counseling

(minimum of 48 semester hours)

1. Social and Cultural Foundations (3 credits)
CN 433 Multicultural Issues in Counseling
2. Human Development (6 credits)
CN 447 Lifespan Human Development
PY 436 Psychopathology & Classification I
3. Professional Orientation (3 credits)
CN 468 Professional Issues in Counseling
4. Helping Relationship (6 credits)
CN 500 Theories of Counseling and Psychotherapy
CN 553 Counseling Pre-Practicum
5. Group Work (6 credits)
CN 455 Group Process
CN 554 Group Facilitation
6. Lifestyle and Career Development (3 credits)
CN 457 Career Development: Theory and Practice
7. Appraisal (3 credits)
PY 536 Educational and Psychological Testing
8. Research and Evaluation (3 credits)
CN 566 Research Methodology
9. Clinical Instruction (6-9 credits)
CN 558 Counseling Practicum
CN 590S Internship: School Counseling
10. Specialized Curriculum (9 hours)
CN 531 Guidance Programs: Procedures, Organization and Evaluation
ED 429 Philosophical Foundations of Education*
SE 405 Exceptional Learners in the Mainstream*
11. Electives
12. Comprehensive examination which may be taken prior to the internship.

* Not required for Master's degree but required for School Counseling Certification when candidate lacks a Connecticut State Educator Certificate.

Course Descriptions

Counselor Education

CN 400 Special Topics in Counseling

This is a one-credit weekend course that offers students a concentrated examination of one counseling issue. Topics vary and are described in semester bulletins.

1 credit

CN 430 Introduction to College Student Development and Student Affairs Practice

This course is designed to acquaint the student with the background of student affairs practice and college counseling, and the theory and philosophy of student affairs practice and college counseling as it relates to the changing college setting. Students are introduced to the characteristics and needs of traditional and nontraditional student groups, reflecting the cultural diversity of the larger society, as a foundation for effective intervention strategies. Both the evolution of student affairs practice and current trends are covered.

3 credits

CN 432 Community Counseling: Management, Delivery, and Evaluation

This course is designed to familiarize the student with the workings of community-based human service programs. Among focus areas are organizational structure, agency goals and human resources, program development, needs assessment, grant writing, consultation roles, and program evaluation. (Prerequisites: CN 433, CN 447, CN451, CN 500)

3 credits

CN 433 Multicultural Issues in Counseling

Issues in the counseling of individuals and families from diverse ethnic, cultural, racial and socioeconomic backgrounds are examined. The social, educational, economic and behavioral factors that impact on clinical work in the field are discussed. Attention is given to counseling men, women and couples and the issues of gender role stereotyping and changing sex roles. The course integrates professional contributions from both individual counseling and family therapy literature.

3 credits

CN/PY 447 Lifespan Human Development

This course explores the processes of individual and family development from childhood through old age. Theoretical perspectives for studying child, adult and family development are examined with attention to the modification of family structures over time. Special attention is given to psychosocial development within both family systems and cultural contexts.

3 credits

CN 455 Group Process

Laboratory course with focus on group tasks in an interpersonal context. Students observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the laws of their development. (Prerequisite: matriculation in a Counselor Education Department program or permission of the department chair.)

3 credits

CN 457 Career Development: Theory and Practice

The psychology of work and theories of career development are covered. Vocational interest tests and the uses of various counseling techniques are explored. The emphasis of the course is on career counseling and guidance throughout life.

3 credits

CN/FT 465 Introduction to Substance Abuse and Addictions

Students explore basic information about the history and current use/abuse of various drugs and alcohol. Topics covered include addiction, the 12-step programs, physiological effects, FAS, COA's, and family systems. We also explore prevention, intervention and treatment strategies for individuals and families.

3 credits

CN 466 Substance Abuse Interventions

This course utilizes both didactic and experiential techniques to understand and facilitate interventions with substance abusers and their families. The role of motivational counseling is covered as well as techniques developed by the Johnson Institute. (Prerequisites: CN 465 or a basic understanding of the addictions field.)

3 credits

CN 468 Professional Issues in Counseling

This course provides an orientation to the counseling profession, including the history of professional counseling; professional identity; the social, economic and philosophical bases of the profession; the major legal and ethical issues facing the profession; and current and future issues and trends in the profession. (Prerequisite: completion of 6-9 credits in counseling coursework.)

3 credits

CN 500 Theories of Counseling and Psychotherapy

This course examines philosophical bases for counseling theory, ethical and professional issues, and eight to nine theories that contribute to the practice of professional counseling, including psychoanalytic, humanistic/existential, cognitive/behavioral, and systemic approaches.

3 credits

CN 531 Guidance Programs:**Procedures, Organization and Evaluation**

This course focuses on the management of comprehensive developmental guidance and counseling programs in the larger context of school pupil personnel services. Focus includes K-12 settings. Topics covered in the course include program organization, delivery of guidance services, outreach and preventive programming, instructional planning and preparation, and program evaluation. (Prerequisites: CN 433, CN 451, and CN 455) *3 credits*

CN 533 Advanced Multicultural Counseling Strategies and Skills

This course explores the use of counseling strategies and skills that are appropriate and more relevant when counseling clients from various cultural backgrounds. Students learn to evaluate and assess the systems of individual clients, as well as couples and/or families and how those systems impact client well-being. Students use role-playing, the Triad Model, and reflecting teams to develop cultural competency in working with clients from diverse backgrounds. Culturally specific counseling approaches are emphasized. (Prerequisite: CN 433) *3 credits*

CN 553 Counseling Pre-Practicum

Introductory course designed to equip the student with the various techniques of interpersonal communication and assessment and their application in counseling. Major emphasis is on role-playing with the use of videotape and two-way mirror observation. (Prerequisites: CN 455, CN 500 or permission of department chair) *3 credits*

CN 554 Group Facilitation

Students explore the dynamics of interpersonal relationships in a laboratory setting as participants and leaders in a group. Focus is on the identification of the structure and leadership of counseling groups and analysis of the dynamics that render them therapeutic. (Prerequisites: CN 455, CN 553) *3 credits*

CN 558 Counseling Practicum

Students are placed in a counseling setting in order to further develop their individual, group, and consultation skills. Individual and group supervision are provided on a weekly basis on campus. Video or audio taping at the practicum site is required for supervision. Students are required to demonstrate diagnosis and treatment planning skills as part of this course. 100 clock hours are required, including 40 direct service hours. May be repeated once for credit. (Prerequisites: matriculation in Counselor Education Department program; permission of advisor) *3 credits*

CN 566 Research Methodology

This course covers statistical procedures and research design for the consumer of human services research. Emphasis is placed on selecting appropriate experimental designs, understanding the inferential potential of statistical procedures and evaluating published research. Students focus on research in their respective disciplines (school counseling, family therapy, etc.). *3 credits*

CN/FT 585 Clinical Supervision

This course is intended for post-Master's degree practitioners in counseling, marriage and family therapy, psychology or social work who are engaged in the practice of clinical supervision or preparing to become supervisors. Topics covered include major conceptual approaches to supervision, supervision methods, evaluation of supervisees, ethical and legal issues, and additional variables that affect supervision. The course offers experiential components to supplement didactic material. *3 credits*

CN 590C Internship: Community Counseling

Students are placed in a community counseling setting consistent with the student's career goals. Interns receive individual supervision at their internship site; University faculty conduct weekly group supervision on campus which includes an emphasis on clinical work, prevention and consultation as well as professional issues related to practice. The internship requirement is 600 clock hours, including 240 direct service hours. Internship arrangements are made by the student with the assistance of the Coordinator of Clinical Instruction. (Prerequisite: CN 558; permission of advisor) *3-6 credits*

CN 590S Internship: School Counseling

Students are placed in elementary, middle, and/or secondary school settings. Interns receive individual supervision at their internship site; University faculty conduct weekly group supervision on campus which includes an emphasis on clinical work, prevention and consultation as well as professional issues related to practice. The internship requirement is 600 clock hours, including 240 direct service hours. Internship arrangements are made by the student with the assistance of the Coordinator of Clinical Instruction. (Prerequisite: CN 558; permission of advisor) *3-6 credits*

CN 595 Independent Study in Counseling

Students may do individual projects in consultation with an individual faculty member. Proposals are submitted one semester in advance. *3-6 credits*

Marriage and Family Therapy

Faculty

Ingeborg Haug (*Chair*)

Rona Preli (*Clinical Director*)

The Master of Arts degree in Marriage and Family Therapy prepares students for careers as marriage and family therapists. The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT). Upon completion of the planned program of study, students may apply for Associate Membership in AAMFT. Upon completion of additional required clinical experience and supervision, according to Connecticut statutes, graduates may apply for Connecticut licensure in Marriage and Family Therapy and Clinical Membership in AAMFT.

Admission to the Department

Admission decisions are made two times a year. Students should submit application materials no later than April 2 for Summer and Fall admission and October 15 for Spring admission.

All candidates will be required to participate in a group interview as part of the admission process. Candidates will be notified in writing of their eligibility for the group interview.

Given the professional responsibility one assumes as a marriage and family therapist, students whose work continues to be of marginal academic quality despite remedial efforts, or who demonstrate personal qualities that are not conducive to the role of the marriage and family therapist as cited in the Marriage and Family Therapy Program Student Handbook, will not be recommended for continuation in the program. All students are required to adhere to the AAMFT Code of Ethics and the Marriage and Family Therapy Program policies and procedures.

Requirements for the Master of Arts Degree

The Master of Arts degree in Marriage and Family Therapy requires completion of 54 credits. In addition, students must maintain an overall grade point average of 3.0, complete a minimum of 500 direct contact hours of clinical treatment (250 of which must be relational hours), plus 100 hours of supervision (50 of which must be individual supervision), and pass a comprehensive examination at the end of the program.

Program of Study

1. Theoretical Foundations (6 credits required)
 - FT 550 Introduction to Marriage and Family Therapy
 - FT 555 Foundations of Marital and Family Therapy
2. Clinical Practice (18 credits required)
 - FT 525 Divorce, Single-Parenting, and Remarriage
 - FT 552 Intervention in Structural and Strategic Family Therapy
 - FT 553 Family Therapy Pre-Practicum
 - FT 561 Advanced Intervention in Family Therapy
 - FT 567 Couples Therapy
 - FT 569 Assessment Techniques in Marriage and Family Therapy
3. Individual Development and Family Relations (9 credits required)
 - CN 433 Multicultural Issues in Counseling
 - PY/CN 447 Lifespan Human Development
 - FT 562 Human Sexuality and Sexual Dysfunction
4. Professional Identity and Ethics (3 credits required)
 - FT 565 Ethical, Legal and Professional Issues in Family Therapy
5. Research (3 credits required)
 - FT 556 Research in Marriage and Family Therapy
6. Supervised Clinical Practice (12 credits required, courses must be taken in sequence)
 - FT 559 Practicum in Family Therapy I
 - FT 560 Practicum in Family Therapy II
 - FT 580 Internship in Family Therapy I
 - FT 581 Internship in Family Therapy II

7. Additional Learning (to complete 54 credit requirement if waivers are accepted)
 - CN 500 Theories of Counseling and Psychotherapy
 - SE 441 Parents and Families of Individuals with Disabilities
 - CN/FT 465 Introduction to Substance Abuse and Addictions
 - FT 568 Special Topics in Family Therapy
8. Comprehensive examination

FT 552 Intervention in Structural and Strategic Family Therapy

This course focuses on the models of Minuchin, Haley, Madanes and MRI with an emphasis on developing a substantive understanding of diagnosis, assessment and intervention design. This course addresses the range of techniques associated with each orientation; indications and contraindications for utilizing specific techniques; development of a rationale for intervention; and the role of the therapist. (Prerequisite: FT 550)

3 credits

FT 553 Family Therapy Pre-Practicum

Taken after FT 552 and with the approval of the clinical director, this course provides simulated experiences in the practice of family therapy. The focus is on developing skills in joining and forming a therapeutic relationship, intervention design and implementation, and the use of self at the various stages of therapy. Emphasis is on the structural, strategic, and systemic family therapy models. The management and treatment of cases of suicide, child abuse, domestic violence, and incest are also addressed. Successful completion of this course and the requirements will determine readiness for clinical practice. (Prerequisites: FT 550, FT 552; students must have a signed clinical training agreement on file before registration.)

3 credits

FT 555 Foundations of Marital and Family Therapy

The purpose of this course is to expose the student to the theories upon which the models of family therapy are based. The course is designed to explore the critical epistemological issues in family therapy theory. Furthermore, it is intended to help the student think about therapy theoretically and to prepare the student to understand and contribute to current thinking in the field in regard to theory and practice. Topics include: General Systems Theory, Cyberatics, Communication Theory, Constructivism, and current developments in epistemology.

3 credits

FT 556 Research in Marriage and Family Therapy

This course covers the methodology, design and statistical procedures for research in marriage and family therapy. The course addresses selecting appropriate experimental designs, data analysis and understanding the inferential potential of statistical procedures, and evaluating published research, including efficacy and outcome studies in marriage and family therapy. The content of the course includes both quantitative and qualitative research in the field.

3 credits

Course Descriptions

Marriage and Family Therapy

CN/FT 465 Introduction to Substance Abuse and Addictions

Students explore basic information about the history and current use/abuse of various drugs and alcohol. Topics covered include addiction, the 12-step programs, physiological effects, FAS, COA's, and family systems. We also explore prevention, intervention and treatment strategies for individuals and families.

3 credits

FT 525 Divorce, Single-Parenting, and Remarriage

This course considers the implications of divorce, single-parenting, remarriage and step-parenting, both for those families experiencing these transitions and family forms and for society at large. Specific topics include: boundary issues during transition, legal aspects of divorce custody decisions, school issues for children of divorce, and the complexities of single-parenting and blending families. Recent research regarding divorce and its aftermath are emphasized.

3 credits

FT 550 Introduction to Marriage and Family Therapy

This course provides an overview of the historical development of the field of family therapy. The student becomes acquainted with the models developed by Minuchin, Haley, Madanes, Satir, Ackerman, Bowen, Whitaker and others. Attention is focused on distinguishing between the systemic approaches in terms of assessment, conceptualization, diagnosis, treatment and theoretical foundations. Contemporary directions of the field are explored.

3 credits

FT 559 Practicum in Family Therapy I

This course provides clinical experience working with families. It is designed to meet the standards for training established by the American Association for Marriage and Family Therapy and the State of Connecticut Department of Health and Addiction Services. The student is expected to provide five hours per week of service in the Family Counseling Center plus 5-10 hours per week of service in a community agency offering family therapy treatment under supervision. The Practicum follows consecutively after FT 553, Family Therapy Pre-Practicum (Prerequisites: FT 550, FT 552, FT 553, FT 561, FT 565)

3 credits

FT 560 Practicum in Family Therapy II

Continuation of FT 559. (Prerequisite: FT 559) *3 credits*

FT 561 Advanced Intervention in Family Therapy

This course explores in depth the theory and techniques of postmodern models of family therapy. Focus is on developing a substantive understanding of the theoretical assumptions and clinical applications of solution-focused and narrative therapies. Opportunity to apply techniques and explore the therapist's use of self is provided through role play and clinical observations. (Prerequisites: FT 550, FT 552)

3 credits

FT 562 Human Sexuality and Sexual Dysfunction

This course examines issues related to sexuality in human life and treatment of sexual problems. Issues also include sexual value systems, sexual identity and orientation, gender issues and development of gender identity, forms of sexual conduct, sexuality across the life span, and sexual issues in couple relationships.

3 credits

FT 565 Ethical, Legal and Professional Issues in Family Therapy

This course examines issues specific to the clinical practice and profession of Marriage and Family Therapy. Areas of study include values, ethical decision-making and the code of ethics, professional socialization and the role of professional organizations, licensure and certification, legal responsibilities and liabilities of clinical practice and research, family law, confidentiality issues, the marital and family therapy code of ethics, interprofessional cooperation and mental health care delivery systems. (Prerequisite: FT 550)

3 credits

FT 567 Couples Therapy

This course reviews a variety of approaches to understanding, conceptualizing and treating marital relationships and conflicts. Special problems such as extra-marital affairs, alcoholism, and ethics in couples work are also addressed.

3 credits

FT 568 Special Topics in Family Therapy

This course explores advanced topics in the field of family therapy. Topics may vary each semester and are determined by the Marriage and Family Therapy Department Chair as a reflection of pertinent themes of interest in the specialization.

1-3 credits

FT 569 Assessment Techniques in Marriage and Family Therapy

This is an advanced family therapy course designed to address clinical diagnosis and assessment in the treatment process. Major family therapy assessment methods and instruments are covered as well as the utilization of appropriate major mental health assessment instruments within a systemic context. Also covered is the use of the DSM IV and a review of pharmacological treatment approaches.

3 credits

FT 580 Internship in Family Therapy I

Internship placement is in a family therapy setting with a 10-15 hours per week commitment and weekly group and individual supervision by University faculty and an approved supervisor or equivalent on site. (Prerequisite: completion of FT 560)

3 credits

FT 581 Internship in Family Therapy II

Continuation of FT 580. All clinical and supervisory hours must be completed by the close of the grading period in order to be eligible for graduation. (*Cannot be taken concurrently with FT 569.*)

3 credits

FT/CN 585 Clinical Supervision

This course is intended for post-Master's degree practitioners in counseling, marriage and family therapy, psychology, or social work who are engaged in the practice of supervision or are preparing to be supervisors. Topics include major conceptual approaches to supervision, supervision methods, evaluation of supervisees, ethical and legal issues, and additional variables that affect supervision. The course offers experiential components to supplement didactic material.

3 credits

FT 595 Independent Study in Marriage and Family Therapy

Students may do individual projects in consultation with an individual faculty member. Proposals are submitted one semester in advance of course registration.

3-6 credits

Psychology and Special Education

Faculty

Daniel Geller (*Chair*)
Margaret C. Deignan
Faith-Anne Dohm
Paula Gill Lopez
David A. Zera

The Department of Psychology and Special Education offers concentrations of studies which prepare candidates for careers in a variety of human service areas. The Department has, as its primary objective, a collaborative approach to contributing to the quality of life in our changing schools and society. The Department is dedicated to making significant contributions to:

- the enhancement of self-understanding
- the improvement of delivery-of-service options to children, youth and adults who have exceptional challenges
- the enrichment of child-parent relationships
- the increased effectiveness of schools and support agencies
- the improvement of adaptive behavior and healthy development
- a leadership role in the areas of theory, assessment and understanding of differences among children, youth, adults and those with disabilities with special emphasis on differentiating typical cultural characteristics from pathology
- the development of effective strategies in curricular, behavioral and therapeutic interventions
- the improvement of teacher-teacher, teacher-child, and teacher-parent relationships
- the integration of special education into total school programs
- and enhancement of the human potential and facilitation of healthy development.



Psychology

Students may choose from one of several sequences of study. They may pursue a specialist preparation in school psychology; elect a program in psychology that finds application in the promotion of work productivity; select courses that enrich competencies required in human services and community work; or strengthen their knowledge of psychology in preparation for further graduate study. All of the programs provide for the development of a basic foundation of knowledge in psychology and related fields, as well as emphasize the application of knowledge in assessing and understanding others.

To supplement course work, the faculty have established working relationships within the settings where psychological skills are applied. These settings include schools; child and family mental health and rehabilitation services; corporate training and development settings; and human resource programs in the private sector. These relationships provide for the coordination of real life experiences and academic training. These collaborative relationships serve dual purposes. First, students have the opportunity to practice newly acquired skills in real settings with experienced supervisors supported by University faculty. Second, the addition of graduate students to established staff enhances the resources available in the community.

School Psychology

The School Psychology program at Fairfield University is a 63 credit program that follows the curriculum guidelines as prepared by the National Association of School Psychologists (1994). The tripartite model of school psychology espoused by the program includes consultation, assessment, and direct intervention. In addition to the tripartite model of consultation, assessment and counseling, there are several paradigms that form the core philosophy of the School Psychology program. These paradigms include emphases on the scientist-practitioner tradition, reflective practice, primary prevention, developmental and systems theory, and becoming agents of change. To assist in the exploration of these paradigms, students develop portfolios documenting their personal and professional growth throughout the program. Additionally students are prepared in theoretical foundations and with practicum experiences in schools and/or agencies. The program culminates in an internship experience, "consisting of 10 school months, or its equivalent in a period not to exceed 20 school months, of supervised experience in a school setting under the supervision of a certified school psychologist, the local school system, and the preparing institution" (State of Connecticut Certification Regulations for School Psychology, Section 10145d-59.a.4).

Admission to the School Psychology Program

Applications to the program are reviewed twice a year. Application deadlines are February 15, to begin in the fall; and September 15, to begin in the spring. Applications can be obtained from the office of the Dean of the Graduate School of Education and Allied Professions.

After an initial paper review, successful applicants will be invited to campus for a group interview. The interview is intended to clarify applicants' understanding of the program and the profession, and to anticipate applicants' potential success as students. After admission, each student is expected to meet with a faculty advisor to outline a planned program of study before beginning coursework.

Requirements for the Master of Arts

All students admitted to the School Psychology Program must satisfy the requirements for the MA degree as listed in the Program of Study. Those students admitted into the MA program who did not complete an undergraduate major in psychology may be required to take additional coursework as identified by their advisor.

Students who elect to take the comprehensive examination must have completed 24 credits. These credits must include CN 433, PY 430, PY 433, PY 435, PY 436 and PY 446. Students have the option of writing a master's thesis in lieu of the comprehensive examination.

The master's thesis option is appropriate for those students who wish to more fully investigate a germane aspect of psychology through an organized method of research or an exploration that could be considered as a contribution to the field. Students must consult with a full-time department faculty member about the process, availability and procedures related to this option and obtain approval of the thesis topic prior to registering for PY 596 Master's Thesis in Psychology. A completed and approved thesis must be submitted to fulfill this option. Additional coursework may be required for students who were not Psychology majors as undergraduates.

Requirements for the Certificate of Advanced Study

Those wishing to be accepted for matriculation at the CAS level and/or those wishing to be endorsed by the University for state certification as a School Psychologist must first complete the Master of Arts course requirement in School Psychology.

A separate admission application for the CAS must be submitted.

Additionally, the student portfolio developed during the master's program must be reviewed with faculty before a student will be admitted into the CAS program in School Psychology. Students must review their portfolio with faculty a second time before they are granted approval to begin their six-credit Internship in School Psychology I and II.

Students who are accepted into the CAS program with related degrees must fulfill ALL program course requirements. They must also develop and/or review their portfolios with faculty before being eligible to begin their six-credit Internship in School Psychology I and II. A minimum of 30 credits must be completed at Fairfield University.

School Psychologist Certification

A graduate student who successfully completes this course of study earns a Master of Art's degree and a Sixth Year Certificate of Advanced Study and meets the Connecticut certification requirements. When the entire program has been completed (63 credits), the student must apply through the Dean's office to receive an endorsement from the Graduate School of Education and Allied Professions for the State of Connecticut's Initial Educator's Certificate in school psychology.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and youth served by school psychologists, the faculty reserves the right to discontinue the program of any student whose academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal qualities are not appropriate to the field. Such a student may be denied recommendation for certification.

School Psychology Program of Study

Master's Program in School Psychology (33 credits)

- CN 433 Multicultural Issues in Counseling
- ED 429 Philosophical Foundations of Education
ED/
- PY 534 Theories of Learning
- PY 430 Issues in Professional Practice in
School Psychology
- PY 433 Behavioral Statistics
- PY 435 Psychology of Personality
- PY 436 Psychopathology and Classification I
- PY 438 Treatment Models for School-Age Youth
- PY 446 Developmental Psychology I: Theory
and Application in Professional Practice
- PY 548 Psychotherapeutic Techniques for
School-Age Youth
- SE 403 Psychoeducational Issues in
Special Education
OR
- SE 405 Exceptional Learners in the Mainstream
Comprehensive Examination in School Psychology
OR
- PY 596 Master's Thesis in Psychology

See course descriptions for prerequisites.

Certificate of Advance Study Program in School Psychology

(30 credits)

- PY 449 Introduction to Clinical Child
Neuropsychology
- PY 535 Collaborative Consultation
- PY 538 Educational and Psychological
Assessment
- PY 540 Projective Techniques
- PY 544 Integrated Assessment
- PY 576 Field Work in Child Study I
- PY 577 Field Work in Child Study II
- PY 598 Internship in School Psychology I
- PY 599 Internship in School Psychology II

One elective approved by advisor. (3 credits)

See course descriptions for prerequisites.

Applied Psychology

Different concentrations of study are available to students seeking a master's degree in applied psychology. Some students wish to strengthen their academic background before pursuing doctoral studies at another institution. Others seek preparation for careers in human service work in community settings. Still others are interested in applying their learning to non-academic settings.

Admission to the Applied Psychology Program

Applications to the program are reviewed on a rolling basis.

An interview with one or more faculty members is required for admission to the Applied Psychology Program. The interview is intended to clarify the applicant's understanding of the program and the profession, and to evaluate the applicant's potential success as a student. After admission, each student is required to meet with a faculty advisor to outline a planned program of study.

The **Applied Psychology** program offers three tracks of study, namely: Human Services, Foundations of Advanced Psychology, and Industrial/Organizational/Personnel. The formal educational experiences may be supplemented by subsequent training in a work setting. Additional requirements for the different tracks include:

1. **Human Services**—This track requires the completion of 39 credits of approved courses. Twenty-four of these credits must be in psychology.
2. **Industrial/Organizational/Personnel and Foundations of Advanced Psychology**—These programs of study require completion of 33 credits of approved courses. Twenty-four of these credits must be in psychology.
3. **Comprehensive Examination or Master's Thesis Option**—Successful completion of the comprehensive examination, or successful completion of an approved master's thesis is required for all students.

The comprehensive examination in psychology option allows students to demonstrate understanding and mastery of a broad body of relevant knowledge in psychology, as well as the ability to synthesize this knowledge in the creation of sophisticated essays.

Students are eligible to take the comprehensive examination after successful completion of 24 credits, 18 of which must be specifically in psychology.

The master's thesis option is appropriate for those students who wish to more fully investigate a germane aspect of psychology through an organized method of research or exploration that could be considered as a contribution to the field. Students must consult with a full-time department faculty member about the process, availability, and procedures related to this option, and obtain approval prior to registering for PY 596 Master's Thesis in Psychology. An approved thesis must be submitted to fulfill this requirement option.

Students are eligible to take the master's comprehensive examination after successful completion of 24 credits, 18 of which must be specifically in psychology. Students who decide to take the Master's Thesis option must submit the required Thesis Topic Approval Form at least two semesters prior to their expected date of completion of the thesis.

Students in the Applied Psychology program are expected to act in accordance with the American Psychological Association's ethical principles. Students who behave unethically may be dismissed from the program. The ethical principles are available at [HtmlResAnchor www.apa.org/ethics](http://HtmlResAnchor/www.apa.org/ethics).

Students may only conduct research (a) under the direction of a full-time faculty member, (b) after successful completion of appropriate course work, and (c) after obtaining approval of the project by Fairfield University's Institutional Review Board.

Applied Psychology Program of Study

Track I - Human Services (39 credits)

Core (Required)

CN 433	Multicultural Issues in Counseling
CN 447	Lifespan Human Development
FT 550	Introduction to Marriage and Family Therapy
PY 435	Psychology of Personality
PY 436	Psychopathology and Classification I
PY 437	Psychopathology and Classification II
PY 446	Developmental Psychology I
	OR
PY 471	Effective Interviewing
PY 536	Educational and Psychological Testing
PY 578	Field Work in Applied Psychology
PY 597	Seminar in Psychology

Electives (9 credits):

All electives must be approved in consultation with advisor.

Recommended electives for Track I are:

SE 411	Introduction to Mental Retardation
SE 413	Introduction to Learning Disabilities
PY 404	Forensic Psychology and Expert Testimony
PY 410	Psychopharmacology
PY 534	Theories of Learning

Track II - Foundations of Advanced Psychology

(33 credits)

Core (Required)

CN 433	Multicultural Issues in Counseling
PY 433	Behavioral Statistics
PY 435	Psychology of Personality
PY 436	Psychopathology and Classification I
PY 437	Psychopathology and Classification II
PY 446	Developmental Psychology I: Theory and Application in Professional Practice
PY 536	Educational and Psychological Testing
PY 571	Research in Psychology
PY 597	Seminar in Psychology

Electives (6 credits):

All electives must be approved in consultation with advisor.

Recommended electives for Track II are:

SE 411	Introduction to Mental Retardation
SE 413	Introduction to Learning Disabilities
PY 409	Introduction to Human Neuropsychology
PY 410	Psychopharmacology

Track III - Industrial/Organizational/Personnel

(33 credits)

Core (Required)

CN 455	Group Process
PY 406	Organizational Development
PY 420	Introduction to Industrial/ Organizational Psychology
PY 433	Behavioral Statistics
PY 435	Psychology of Personality
PY 471	Effective Interviewing
PY 536	Educational and Psychological Testing
PY 545	Designing Development and Training Programs
PY 571	Research in Psychology
PY 578	Field Work in Applied Psychology
PY 594	Seminar in Applied and Industrial/ Organizational Psychology

Course Descriptions

Psychology

PY 404 Forensic Psychology and Expert Testimony

This course is one semester and covers the diverse aspects and activities in Forensic Psychology. Students are exposed to the process of forensic assessment (criminal law matters and in domestic law cases), as well as briefly reviewing relevant law. Other areas include consultations to the police, and consultations regarding probation and parole decisions. Other topics include sexual offenses, expert testimony, offender rehabilitation, competence of juries and other related topics.

*3 credits***PY 406 Organizational Development**

This course explores and analyzes the various methods and techniques for effective organizational development in contemporary organizations. The course focuses upon models, case studies, and student examination of organizations with which they are affiliated. Key success factors, such as the organizational culture, leadership, and history are identified and studied. (Prerequisites: PY 420, PY 433, PY 435, PY 545.)

*3 credits***PY 409 Introduction to Human Neuropsychology**

This course presents a history of brain-behavior relationships; overview of defectology; and psychological approaches to assessment: Halstead-Reitan, Luria.

*3 credits***PY 410 Psychopharmacology**

This course reviews essential biopsychology; examines the biological/biochemical hypotheses of the major psychiatric disorders; surveys the mechanisms of action and behavioral effects of the major classifications of drugs; and examines their uses in adult and childhood disorders. (Prerequisite: basic knowledge of neurochemical transmission or permission of the instructor)

*3 credits***PY 420 Introduction to Industrial/Organizational Psychology**

This course is an introduction to the application of psychological concepts, principles and methods to process issues and problems in the work environment. Topics include: personnel selection, training and development, work motivation, job satisfaction and effectiveness, work design and organizational theory.

3 credits

PY 430 Issues in Professional Practice in School Psychology

This course should be among the first courses taken in the School Psychology program. The purpose of this course is threefold. First, it presents a realistic view of school psychology. Toward this end, students interview school psychologists and other school personnel in the field about the role of the school psychologist. Second, it serves as a vehicle to effect the future of school psychology by empowering future school psychologists. Third, it introduces the issues primary to the profession and practice of school psychology. Topics covered include the history of school psychology, a tripartite model of service delivery, understanding and development of a "scientific practitioner" approach, consultation, child development and system theory as a basis for practice, advocating for and educating others about the school psychologist's role, and an introduction to Federal and State educational systems within which the profession operates.

3 credits

PY 433 Behavioral Statistics

This course involves a study of descriptive and inferential statistics with emphasis on applications in the behavioral sciences. Topics studied range from measures of central tendency to parametric and nonparametric tests of significance.

3 credits

PY 435 Psychology of Personality

This course involves a comprehensive approach to understanding theories of personality formation through an in-depth survey and critique of major and minor theories of personality. The emphasis of the course is on developing a critical understanding of the similarities and differences among the theories and the contribution of each theory to conceptualizations of normal and abnormal behavior. Important areas of personality research are also covered.

3 credits

PY 436 Psychopathology and Classification I

This course introduces students to advanced child and adolescent psychopathology. It provides the necessary foundation for undertaking subsequent courses or supervised practical training focused on the actual practice of formulating diagnoses and treating children and adolescents who are experiencing mental disorders. The course includes in-depth exposure to and discussion of the DSM-IV and current research in psychopathology. The emphasis of the course is on understanding and identifying mental disorder symptoms and syndromes, insofar as they are understood and identified today.

3 credits

PY 437 Psychopathology and Classification II

This course introduces students to advanced adult psychopathology. It provides the necessary foundation for undertaking subsequent courses or supervised practical training focused on the actual practice of formulating diagnoses and treating people who are experiencing mental disorders. The course includes in-depth exposure to and discussion of the DSM-IV and current research in psychopathology. The emphasis of the course is on understanding and identifying mental disorder symptoms and syndromes, insofar as they are understood and identified today.

3 credits

PY 438 Treatment Models for School-Age Youth

This course assists students in developing treatment plans for children and adolescents in schools. Various psychotherapy conceptual models as applications of personality theory bridge the gap between theory and practice. Case studies are utilized as the primary learning vehicle. Given that children and adolescents frequently demonstrate emotional difficulties in the school setting, attempts are made to highlight theoretically-informed therapeutic interventions that are pragmatic for use in the school setting. The importance of recognizing individual differences (i.e., cognitive, cultural, etc.) when designing interventions are emphasized. (Prerequisites: PY 435, PY 436)

3 credits

PY 441 Psychology of Personal Adjustment

This course offers a study of the process of adjustment of typical individuals; identification of abnormal adjustment reactions; and applications of mental health principles to school, family and community settings.

3 credits

PY 446 Developmental Psychology I: Theory and Application in Professional Practice

Students study the process of human development from birth through adolescence. This course is designed for graduate students pursuing careers as clinical practitioners, and will present information to help in the development of the basic skills necessary to understand their clients in the context of the various domains of human development. Students should also develop the ability to identify deviations in development, and develop corresponding intervention plans. The course also emphasizes cultural competence. Students should be able to understand individuals and families within a cultural context.

3 credits

PY 447 Lifespan Human Development

This course explores the processes of individual and family development from childhood through old age. Theoretical perspectives for studying child, adult, and family development are examined. Special attention is given to physical, cognitive, emotional, and social/moral development in family and cultural contexts.

3 credits

PY 449 Introduction to**Clinical Child Neuropsychology**

This course introduces the student to brain structure, development and function as the child grows to adulthood. Cognitive, academic, and behavioral sequelae of commonly encountered neuropathologies of childhood and adolescence are discussed with case illustrations. Because of the emphasis placed on educational outcomes of neuropathology, such topic as Dyslexia, Attention Deficit Disorder and Non-Verbal Learning Disability are given special consideration. (Prerequisites: PY 538, PY 540)

3 credits

PY 450 Theories of Child Psychotherapy

This course offers an introduction to the major models of individual and group child psychotherapies. Emphasis is placed upon the theoretical bases, research support and differential value of current treatment modalities. Attention is paid to specific child psychotherapies such as play therapy, behavior therapy, parent training, chemotherapy and family therapy. Participants are exposed to a variety of actual case materials for demonstration. The ethics, rights and confidentiality of child evaluation and treatment are reviewed.

3 credits

PY 471 Effective Interviewing

This course is designed to offer training to individuals whose work requires a high level of skill in communication. The emphasis is on defining the goals of the interview and the best means for achieving these goals, attending to overt and covert language and non-language messages, and dealing with the emotional dimensions of the interview.

3 credits

PY 530 Behavior Therapy

This is a one-semester, introductory course on behavior therapies: their origins, assumptions, learning theories and techniques. While the focus is on respondent and operant therapies, the course also integrates some recent methodologies such as rational-emotive and cognitive therapies. (Prerequisites: PY 435, PY 436)

3 credits

PY 534 Theories of Learning

This course presents a detailed consideration of the conditions of human learning found in the principal schools of psychology on the contemporary scene. Investigation of other theories is required for individual reports.

3 credits

PY 535 Collaborative Consultation

This course is designed to give students knowledge and skills in consultation. Consultation is presented as a collaborative problem-solving process that is empowering and prevention-oriented. The course focuses on mental health consultation as described by Gerald Caplan (1970, 1993). Students learn the major models of consultation, the generic stages of consultation, and four levels of consultation service. Practice issues, such as consultee resistance, consultee perspective, and consultant self-awareness, are also addressed. There is a practicum component in which students are expected to consult with a teacher at a school site once a week for approximately 10 weeks, beginning with the fifth week of class. (Prerequisites: PY 430, PY 548)

3 credits

PY 536 Educational and Psychological Testing

This course involves the in-depth examination of the basic concepts and principles of psychological and educational assessment, including issues related to the assessment of special and diverse populations. This course provides the conceptual foundation for subsequent courses that train students how to do assessments. A primary emphasis of the course is on the ethical practice of assessment. (Prerequisite: PY 433 or CN 566)

3 credits

PY 538 Educational and Psychological Assessment

The background and principles of individual assessment techniques are presented. Special problems of psychodiagnostic testing of culturally diverse and LEP children are considered, with major emphasis placed on the administration, scoring, interpretation and reporting of cognitive and achievement tests. (Prerequisite: completion of all master of arts degree requirements)

Lab Fee: \$45

3 credits

PY 540 Projective Techniques

This is the first course in a series focusing on the nature and use of projective tests. Students develop a familiarity and basic ability to administer projective tests as part of a psychological assessment. This course focuses on developing basic skills in the use of Human Figure Drawings (DAP, HTP, and others), the Thematic Apperception Test, Incomplete Sentence Tests, and other selected instruments. Students are also introduced to the use and scoring of the Rorschach Technique. Students practice administration, interpretation, and basic report writing using these tools. (Prerequisite: completion of all master of arts degree requirements)

Lab Fee: \$45

3 credits

PY 544 Integrated Assessment

This third and final course, for School Psychology majors only, in the advanced study of applied psycho-educational assessment is designed for graduate students who are in the final stages of preparing for on-site professional assessment. The primary focus of the course is continuing instruction in the administration and interpretation of various assessment techniques, emphasizing cognitive measures, academic assessment, academic achievement tests and projective techniques as well as psychological report-writing which will integrate all assessment data into clear, accurate written psychological reports. Cultural and ethical competence are also stressed in order to meet the need to synthesize and integrate assessment data into comprehensive, non-biased psychological evaluations of children and youth. Students are expected to administer comprehensive psycho-educational batteries within a school or agency in preparation for their internship in school psychology. (Prerequisites: PY 538, PY 540)

3 credits

MD/PY 545 Designing Development and Training Programs

Participants are expected to be prospective trainers, training specialists, personnel generalists or line personnel in business and industry. The primary focus of the course is upon designing development and training programs for administrative professionals and management employees. Course assignments provide individualization and tailoring of course content to participant needs and working environment. (Prerequisites: PY 420, PY 435)

3 credits

**PY 548 Psychotherapeutic Techniques for School-Age Youth**

This course is intended to provide school psychology, school counselor and social work students with a first exposure to psychotherapeutic techniques. Of particular concern are the purposes and rationale for such techniques, selection of appropriate methodologies, ethical considerations, and practice skills. (Prerequisites: PY 430, PY 435, PY 438, PY 446)

3 credits

PY 549 Neuropsychological Assessment of Children

This course offers an evaluation of symptoms and developmental history, interpretation of developmental systems, cognitive and educational tests as to level and qualitative information leading to a treatment plan. (Prerequisite: permission of instructor)

3 credits

PY 571 Research in Psychology

The emphasis of the course is on developing a critical understanding of the essential issues involved in designing, conducting, and reporting the results of psychological research. The course provides the foundation necessary for more advanced courses in research design and data analysis or for developing a master's thesis proposal. (Prerequisite: PY 433)

3 credits

PY 575 Short-Term Psychotherapy

This is an advanced course covering the diverse approaches used in time-limited psychotherapeutic interventions. It is designed for advanced students and clinical professionals in the community. The course covers a variety of perspectives, including systemic, psychodynamic, behavioral, and phenomenological approaches used in short-term interventions. (Prerequisites: PY 435, PY 438, PY 446, and permission of advisor.)

3 credits

PY 576 Field Work in Child Study I

This course provides support for students during the first semester of the school psychology field work practica requirement. The course requires a total of 120 hours in the field in a school or community placement where students gain practice in individual and group counseling, behavior modification, interviewing skills, and some assessment. Field work is taken during the spring and summer before internship. (Prerequisite: permission of instructor.) *3 credits*

PY 577 Field Work in Child Study II

This course provides support for students during the summer term of the school psychology field work practica requirement. The course requires a total of 120 hours in the field in a school or community placement. Students continue to practice skills in individual and group counseling, behavior modification, and interviewing. (Prerequisite: PY 576) *3 credits*

PY 578 Field Work in Applied Psychology

Advanced students matriculated in the Human Services and Industrial/Organizational/Personnel tracks can obtain approved, supervised field work in an area related to their professional interests. Students are required to have a site supervisor and a faculty supervisor. The field work placement involves at least 20 days of on-site experience. (Prerequisites: completion of 21 credits, including PY 406, PY 420, PY 433, PY 435, PY 545, PY 571, and approval of advisor.) *3 credits*

PY 594 Seminar in Applied and Industrial/Organizational Psychology

This course is the culminating experience for students preparing for roles in organizations in Human Resources, I/O Psychology, or Consulting. The course examines the issues of role definition, professional responsibilities, ethics, confidentiality, consulting and professional communications. Attention is devoted to for-profit and non-profit organizations. (Prerequisite: completion of 21 credits in psychology.) *3 credits*

PY 595 Independent Study in Psychology

Students may do individual projects in consultation with an individual faculty member from the department of psychology and special education. (Prerequisite: approval of faculty advisor.) *3 credits*

PY 596 Master's Thesis in Psychology

Students matriculated in psychology may choose to engage in a master's thesis project, as an alternative to taking the master's comprehensive exam. The student's project must demonstrate an advanced, sophisticated knowledge of psychology, and be considered a contribution to the field. Activities in the development of the thesis must include an initial outline of the project, proposal (including a review of the related literature, and proposed thesis), and final report. Proposals should be submitted in the semester preceeding registration for this thesis course. NOTE: Registration is accepted only during the normal registration period preceeding each semester. (Prerequisites: PY 433; PY 571; approval of the student's advisor; and agreement of a Psychology faculty to serve as thesis advisor.) *3 credits*

PY 597 Seminar in Psychology

This seminar is designed for graduate students who have completed a minimum of 21 credits in psychology. The primary focus is on developing professional communication skills. Students practice skills necessary in making effective written and oral presentations to professional colleagues, and to the general public. The goal of the course is to help students take a synthesized body of knowledge and effectively share that knowledge with others in polished and professional presentations. (Prerequisite: completion of 21 credits in psychology.) *3 credits*

PY 598 Internship in School Psychology I

This course provides weekly supervision and support at the university for students during the fall semester of the school psychology internship. The State Certification Bureau requires an internship experience "consisting of 10 school months or its equivalent in a period not to exceed 20 school months, of supervised experience in a school setting under the supervision of a certified school psychologist, the local school system, and the preparing institution." The primary goals of the internship are for students to integrate the skills they have acquired in the program, build confidence using those skills, and develop a sense of professional identity. A tripartite approach to school psychology is stressed, with equal emphasis on assessment, direct intervention, and consultation. (Prerequisite: All course work and approval of program coordinator.) *3 credits*

PY 599 Internship in School Psychology II

This course provides weekly supervision and support at the university for students during the spring semester of the school psychology internship. (Prerequisite: PY 598) *3 credits*

Special Education

Special Education has, as its primary objective, the education and training of professional educators to serve children and youth who have exceptional challenges and who require specialized support through educational, social, cognitive, rehabilitative and/or behavioral management approaches so that the attainment of their maximum learning potential may be facilitated. In line with this primary objective, Special Education sees its role as contributing leadership in the areas of theory; assessment; understanding differences among children and youth with disabilities; the development and implementation of curriculum and intervention strategies; the improvement of teacher-teacher, teacher-child and teacher-parent relationships; and the integration of special education into total school programs.

Including the Master of Arts degree and the Certificate of Advanced Study programs, graduate students may choose one of several sequences of study which provide the preparation required by the State Board of Higher Education, the State Board of Education, and the Council for Exceptional Children. They may pursue a program leading to a Connecticut State Initial Educator Certificate in teaching children and youth with disabilities in grades one through twelve (Comprehensive Special Education endorsement) or they may select cross-endorsement certification in Comprehensive Special Education when certification in elementary or secondary education has already been earned. In areas other than those leading to certification, students may elect a concentration of study in Special Education Consulting Teacher, Bilingual Special Education, or the Education of the Gifted, Talented and/or Creative Pupil.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and youth served by special educators, the faculty reserves the right to discontinue the program of any student whose academic performance is marginal, comprehensive examination results are not rated as passing, or personal qualities are not appropriate to the field. Such a student may be denied recommendation for certification.

Admission to the Special Education Program

Admission to the program is on a rolling basis.

A group or individual interview with faculty members is required for admission to the Special Education Program. The interview is intended to clarify the applicant's understanding of the program and the profession, and to evaluate the applicant's potential success as a student. After admission, each student is required to meet with a faculty advisor to outline a planned program of study.

Requirements for the Master of Arts and Certificate of Advanced Study

The Master's degree and Certificate of Advanced Study programs in special education are individually planned according to each student's needs, interests and background. The programs require 33 credits (M.A.) and 30 credits (C.A.S.).

Once a sequence of study is selected, the following are also requirements for the Master's degree and the Certificate of Advanced Study:

M.A. — 33 credits must include:

1. ED 429 Philosophical Foundations of Education
2. CN 433 Multicultural Issues in Counseling
3. SE 599 Seminar in Special Education
4. Successful completion of the comprehensive examination
5. Of the 33 credits, 24 must be in Special Education

C.A.S. — 30 credits must include:

1. ED/PY 534 Theories of Learning
2. SE 540 C.A.S. Practicum
3. Of the 30 credits, 21 must be in Special Education

Certification Requirements

The certification program in Comprehensive Special Education at Fairfield University is sequentially organized across categories. This format provides a frame of reference for the evaluation of the learning strengths and weaknesses of each child. This evaluation is used as the basis for deriving a prescriptive curriculum for the student with disabilities.

The planned professional comprehensive program in Special Education is presented according to the format of the State certification law and includes courses in the following areas:

1. **Psychoeducational Theory and Development of Children with Disabilities**
Developmental growth from infancy to adulthood is a baseline against which children with disabilities are viewed.
2. **Diagnosis of Children and Youth with Disabilities**
Graduate students possessing developmental information can view each child with a disability against this background and thereby assess developmental strengths and weaknesses.
3. **Program Planning and Education of Children and Youth with Disabilities**
Survey, analysis and evaluation of programs available for children with disabilities. Theory, development, diagnostic procedures, curricula, and methods will be used as the baseline for comparison.
4. **Curriculum and Methods of Teaching Children and Youth with Disabilities**
The teaching process, although based upon sound diagnosis and expert knowledge of developmental sequences of remedial education, must deal with each child's unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, span of attention, pace of cognitive processing, capacity for organization and capacity for relationships.

Opportunity is provided within the Special Education program for future professional educators to be exposed to such variables. The future professional educator is expected to learn to observe children, to understand them and to modify theoretical programs to fit the child variables, as well as be able to shift gears, shift areas and utilize several alternative approaches to the same end goal.



5. **Practica in Special Education**
The practica assignments are designed to give graduate students opportunities to engage in professional practice as a special education teacher under the supervision of university, school, and educational agency personnel. The experience offers the graduate student exposure in specific settings to observe, evaluate, plan, instruct, and interact with pupils having challenging learning needs and behaviors. Practica requirements are detailed in the Special Education Program Student Teaching Handbook. Placements are coordinated through the Director of Student Teaching Placements. An application for student teaching must be submitted to the Director of Student Teaching Placements in the semester prior to beginning the first practicum. Students will work with a minimum of two different exceptionality categories and typically have experiences at two different instructional levels.
6. **Special education course planning will be in concert with the student's advisor.**

The certification regulations in effect at the time of application for Connecticut certification must be met for the University to issue an institutional endorsement.

Initial Educator Certification Sequence of Courses

The following list of courses is designed to reflect the current areas of study required for State of Connecticut certification as an initial educator in comprehensive special education. (48 credits)

To be considered an initial certification program completer and/or to receive an institutional endorsement when applying for initial educator certification from the State Department of Education, a student must have completed all coursework in the planned program as well as all PRAXIS II assessments required by the state for the intended certification.

- CN 433 Multicultural Issues in Counseling
- MD 400 Introduction to Educational Technology
- SE 403 Psychoeducational issues in Special Education
- SE 411 Introduction to Mental Retardation
- SE 413 Introduction to Learning Disabilities
- SE 417 Introduction to Children and Youth with Emotional Disturbances
- SE 432 Management Techniques in Special Education
- SE 436 Administration of Educational Tests
- SE 441 Parents and Families of Individuals with Disabilities
- SE 535/536 Clinical Teaching I and II
- SE 537 Curriculum and Methods for Students with Mild to Moderate Disabilities
- SE 550 The Consulting Teacher: An Introduction
- SE 561 Diagnostic Procedures in Special Education
- SE 591/592 Practica in Special Education (Student Teaching)

Note: SE 591-592 cannot be used to fulfill Master of Arts or Certificate of Advanced Study degree requirements. Specific practica requirements for the initial certificate in special education are designed to meet state regulations, including use of a trained cooperating teacher.



Cross-Endorsement Certification in Special Education

Programs for cross-endorsement certification in comprehensive special education will be specifically planned on an individual basis in a series of meetings with the candidate's advisor. The individual program will take into consideration all developmental requirements which have not been addressed in the program which led to the previous certification.

The following is a list of courses that the Special Education Program requires for the Connecticut State certificate in comprehensive special education under the cross-endorsement program. (42 credits)

- CN 433 Multicultural Issues in Counseling
- MD 400 Introduction to Educational Technology
- SE 403 Psychoeducational Issues in Special Education
- SE 411 Introduction to Mental Retardation
- SE 413 Introduction to Learning Disabilities
- SE 417 Introduction to Children and Youth with Emotional Disturbances
- SE 432 Management Techniques in Special Education
- SE 436 Administration of Educational Tests
- SE 441 Parents and Families of Individuals with Disabilities
- SE 535 Clinical Teaching I
- SE 550 The Consulting Teacher: An Introduction
- SE 561 Diagnostic Procedures in Special Education
- SE 585/586 Internship in Special Education
- OR
- SE 591/592 Practica in Special Education

Areas of Concentration

Special Education Consulting Teacher

The specific purpose of this concentration is to prepare Special Education teachers to provide service in the form of consultation to mainstream educators who teach children with disabilities in regular classroom settings, school administrators, and all those personnel directly involved in the education of children and youth with disabilities. This service is designed to indirectly support the increase of academic and behavioral skills of the student with disabilities.

Because the main purpose of this concentration is to provide Special Education teachers with advanced consultation skills, admission will be limited to those candidates who have already earned their basic certificate in Special Education. Depending upon previous academic preparation, the candidates may pursue this concentration at either the Master's or the Certificate of Advanced Study level.

The specific content of this area of concentration consists of seven three-credit Special Education Consulting Teacher core courses and two suggested electives. The following courses fulfill the requirements of this area of concentration.

- PY 471 Effective Interviewing
- SE 408 Transitional and Vocational Programming for the Consulting Teacher
- SE 414 Advanced Diagnosis
- SE 415 Educational Programming for the Consulting Teacher
- SE 416 Systemic Approaches to the Management of Learning Environments
- SE 442 Intervention Strategies for Working with Families of the Disabled
- SE 550 The Consulting Teacher: An Introduction
- SE 551 Social-Emotional Development of Children, Adolescents and Young Adults with Disabilities

Bilingual Special Education

Applicants must demonstrate proficiency in English and one other language. A program of studies is individually planned for each student and normally requires 42 credits. The following represent the required courses. At the discretion of the coordinator, some courses may be substituted.

For full descriptions of courses, refer to the TESOL, Foreign Language and Bilingual/Multicultural Education section for SL courses and to Special Education for SE courses.

- SE 403 Psychoeducational Issues in Special Education
- SE 411 Introduction to Mental Retardation
- SE 413 Introduction to Learning Disabilities
- SE 432 Management Techniques in Special Education
- SE 535 Clinical Teaching I
- SE 536 Clinical Teaching II
- SE 561 Diagnostic Procedures in Special Education
- SE 591/592 Practica in Special Education
- SL 423 Principles of Bilingualism and Second Language Acquisition
- SL 426 Methods and Materials in Bilingual Programs OR
- SL 441 Teaching and Learning within Multicultural Contexts of Education OR
- SL 451 Content Area Instruction in Bilingual/ESL Classrooms
- SL 461 Reading and Writing in a Second Language
- SL 477 Culture and Second Language Acquisition
- SL 527 Testing and Assessment in Foreign Languages, ESL, and Bilingual Programs

Course Descriptions

Special Education

SE 403 Psychoeducational Issues in Special Education

This course is designed to introduce special educators, school psychologists and other related pupil service providers to a variety of complex issues and problems that impact on the spectrum of children and youth with exceptional learning needs. Emphasis is placed on themes such as public laws, psychological planning and placement of children and youth, inclusive education, multicultural and family issues, ethics and professional standards and stressors affecting professional performance. *3 credits*

SE 405 Exceptional Learners in the Mainstream

This course is designed to familiarize the mainstream professional with the special learning needs of children and youth with mental retardation, learning disabilities, emotional disturbances, severe disabilities, multiple disabilities and the gifted and talented. Methods of identifying and working effectively with children and youth with special learning needs in the regular classroom; the roles and responsibilities of counselors, psychologists, educators and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services are covered. This course may require a fieldwork component as part of the evaluation process. *3 credits*

SE 408 Transitional and Vocational Programming for the Consulting Teacher

This course is designed to provide the consulting teacher with the knowledge and abilities necessary to prepare children and youth with disabilities for their transition from school to the wider community. The course content includes: analysis of career choices, preparation for further education, acquisition of job seeking skills, preparation in both the vocational and social skills necessary for career success and knowledge of available support services in the areas of vocational evaluation and training. *3 credits*

SE 411 Introduction to Mental Retardation

This course is designed to develop an understanding and working knowledge of mental retardation. The emphasis is on the definitional, medical, psychosocial and educational issues that affect the lives of people who have been diagnosed as being mentally retarded. This course may require a fieldwork component as part of the evaluation process. *3 credits*

SE 413 Introduction to Learning Disabilities

This course introduces students to the area of learning disabilities, exploring various theoretical constructs pertaining to numerous facets of the disorder (e.g., cognition, executive function, attention deficits, etc.), by tracing the history of its development and discussing the past and current issues about the definition. Educational and social emotional sequelae and implications of processing impairments are examined using actual case evaluations. This course may require a fieldwork component as part of the evaluation process. *3 credits*

SE 414 Advanced Diagnosis

The present diagnosis course focuses on sharing responsibility with the mainstream teacher. The goal is to arrive at an understanding, in common with the mainstream teacher, of the problems in the mainstream setting which cause the child to be difficult to teach. Together, the special education teacher and the mainstream teacher arrive at intervention strategies that address the student's problems, and assess the effect of the suggested intervention.

Similar to the approach described with the mainstream teacher, the special education teacher and the mainstream teacher collaborate with the parents as to the nature of the child's problem that interferes with learning and arrive at intervention strategies to be carried out in the home.

The work carried on at the university is the evaluation of the usefulness of a variety of assessment and intervention procedures. Those deemed useful are tried out in the school setting. *3 credits*

SE 415 Educational Programming for the Consulting Teacher

This course is designed to provide the consulting teacher with the techniques necessary to analyze both appropriate comprehensive standardized, non-biased assessment instruments and curriculum based procedures for the purpose of designing, implementing and evaluating individual and group instructional programs. *3 credits*

SE 416 Systemic Approaches to the Management of Learning Environments

This course is designed to examine a variety of intervention strategies that human service personnel address in the process of effecting changes in the learning environments of children and youth with special needs. Theoretical orientations from psychology, family therapy and education are used as a framework to consider such strategies as organizational and transactional analysis and communication, group process, behavioral analysis, structural and systemic analysis, and interpersonal communication. These intervention techniques are demonstrated as possible solutions to power issues, communication problems, coalitions and boundary conflicts between direct and related service personnel and the learning environments in which they work. *3 credits*

SE 417 Introduction to Children and Youth with Emotional Disturbances

This course introduces emotional disturbance in children by comparing normal and atypical patterns of personality growth from infancy through adolescence. *3 credits*

SE 429 Developmental and Remedial Reading and Language Arts

This course delineates a conceptual framework of reading and language arts as being not only related to decoding, syntax and comprehension, but also to its relationship to the associated constructs of executive functions, working memory and attention. Students will have the opportunity to explore current research regarding reading, language development and associated constructs; examine case studies; become familiar with specific reading and associated assessment instruments; practice administering various instruments; examine and use various reading program currently available; and become acquainted with assistive, interactive technological tools. Time for "website surfing" of specific sites will be made available. *3 credits*

SE 430 Special Learners in the Regular Classroom

This course is designed to familiarize school personnel with the developmental learning needs of children and youth who have mental retardation, learning disabilities, emotional disturbances and/or who are gifted and talented. Included in this study are methods of identifying and working effectively with children and youth with disabilities in inclusive settings. This course may require a fieldwork component as part of the evaluation process. *3 credits*

SE 432 Management Techniques in Special Education

This course is designed to offer training in techniques for improving the academic and social behavior of students with behavior problems. Content includes such topics as behavioral observation and analysis, task analysis, intervention strategies and measuring and recording behavior change. The course is available to all students who work with people to affect behavioral change. This course may require a fieldwork component as part of the evaluation process. *3 credits*

SE 436 Administration of Educational Tests

This course is designed to include selection, administration, scoring and interpretation of individually administered educational achievement and diagnostic instruments. *3 credits*

SE 441 Parents and Families of Individuals with Disabilities

This course is designed to introduce students to the dynamic family network of persons with disabilities. Emphasis is on the psychosocial stages of family structure and systemic interaction. Family systems theories, their clinical applications, the grief process, family coping strategies and significant professional issues for family therapists, counselors, special educators, psychologists, nurses and other human service personnel are explored. *3 credits*

SE 442 Intervention Strategies for Working with Families of the Disabled

This course is designed for students who in their practice as professional educators or related service personnel are involved with family members of persons with disabilities. Interview procedures, intervention strategies and effective communication techniques are highlighted through illustrative clinical cases. *3 credits*

SE 465 Early Childhood Special Education

This course is designed to develop an understanding and working knowledge of special education interventions designed for the delivery of services to the preschool handicapped child. Major topics include the history and the legislative milestones related to the young handicapped child; awareness of children at risk for developmental disabilities; the screening, assessment, and evaluation process; strategies for effective intervention; educational alternatives for the young child with handicapping conditions; and awareness of the impact of the young handicapped child on the family. *3 credits*

SE 535 and 536 Clinical Teaching I and II

A six-credit sequence required for initial certification candidates. The broad purpose of the two courses is to develop clinical teaching skills based upon diagnostic and observational information viewed within the contexts of learning models. The approach is non-categorical in nature and explores such topics as identification of learning needs and goals; determination of educational content; selection and organization of materials and selection of educational environments. (Prerequisites: SE 413, SE 561) *6 credits*

SE 537 Curriculum and Methods for Students with Mild to Moderate Disabilities

Curriculum and methods currently in use with students having mild and moderate disabilities to learning are presented. The school years are treated specifically as they affect students' ability to be learners. (Prerequisites: SE 411, SE 413, SE 417) *3 credits*

SE 540 C.A.S. Practicum

Candidates complete a project involving field work and/or research in special education. This course cannot be used to fulfill certification requirements. (Prerequisite: permission of the instructor) *3 credits*

SE 550 The Consulting Teacher: An Introduction

This course presents an overview of current models which support the role of the consulting teacher as a facilitator and collaborator in the process of service delivery to children, youth and young adults with special learning needs. Major topics include the application of consultation models to systems change, in-service education and classroom consultation. *3 credits*

SE 551 Social-Emotional Development of Children, Adolescents and Young Adults with Disabilities

This course deals with the causes and consequences of disabling conditions with special emphasis on social-emotional sequelae. It deals with changing behavioral characteristics with age and the special areas of coping difficulty for the adolescent and young adult period, including social interactions and coping with education and career. *3 credits*

SE 561 Diagnostic Procedures in Special Education of Youth with Disabilities

Evaluation of the learning abilities of exceptional children using formal and informal approaches. (Prerequisite or concurrent: SE 413) *3 credits*

SE 591-592 Practica in Special Education

These two three-credit courses each involve a minimum of 10 weeks of effective professional special education experience with children or youth with different disabilities. Students fulfilling the initial



comprehensive special education certificate undertake a designated state-mandated student teaching experience. Arrangement is made by university personnel. Supervision is by university faculty and the special education cooperating teacher. Seminar attendance and case report are required. Students fulfilling the initial comprehensive special education certificate are placed through the district placement procedures of the state-mandated cooperating teacher program.

Note: Practica for students seeking Initial and Cross Endorsement state certification in comprehensive special education require the following minimum course prerequisites as well as permission of the Practicum Coordinator: SE 413, SE 432, SE 535, SE 537, SE 552, SE 561. Students are required to notify the Practica Placement Coordinator at the beginning of the semester prior to Practica or Internship placement. *6 credits*

SE 595 Independent Study in Special Education

The course provides the opportunity for advanced students to pursue their interest in diverse aspects of special education under the guidance of a faculty member. (Prerequisite: permission of the instructor) *3-6 credits*

SE 599 Seminar in Special Education

This synthesizing seminar is a research-oriented course that directs the student toward an in-depth study of special topics in the field. (Prerequisite: completion of 24 credits) *3 credits*

Faculty

Harry Adamakos

Lecturer in Education
B.S., Union College
M.A., Ph.D., Bowling Green State University

Justin I. Ahn

Assistant Professor of Educational Technology
B.B.A., M.B.A., University of Texas
Ph.D., Purdue University

Lynn M. Banez

Assistant Professor of Counselor Education
B.A., M.Ed., Ph.D., Kent State University

Sandra Billings

Assistant Professor of Curriculum and Instruction
B.S., Boston College
M.S., Central Connecticut State University
Ph.D., University of Connecticut

Christopher D. Brown

Lecturer in Education
B.S., Fairfield University
M.S., Sixth Year Diploma, Southern Connecticut State University

Lisa M. Bush

Lecturer in Education
B.A., M.A., Fairfield University

Patricia E. Calderwood

Assistant Professor of Curriculum and Instruction
B.S., Fordham University
M.S. Ed., Lehman College, CUNY
Ph.D., University of Pennsylvania

Mary M. Campbell

Lecturer in Education
B.A., University of Louisville
M.S., University of Pennsylvania
Ed.D., George Washington University

Binta M. Colley

Assistant Professor of Curriculum and Instruction
B.A., Columbia College
Ed.M., Cambridge College
Ph.D., Boston College

Mark J. Connelly, S.J.

Assistant Professor of TESOL, Bilingual/Multicultural Education
B.A., M.S., Georgetown University
M.A., St. Louis University
M.Div., Th.M., Weston School of Theology
A.M., Ph.D., Harvard University

Karen Connolly

Lecturer in Education
B.A., Ohio State University
M.A., Fairfield University

Anthony Costa

Assistant Professor Emeritus
B.S., M.A., Southern Connecticut State College
C.A.S., Fairfield University

MaryAnn DeFelice

Lecturer in Education
B.A., Elms College
M.A., C.A.S., Fairfield University

Margaret C. Deignan

Dean
Associate Professor of Psychology and Special Education
A.B., M.S., Marywood College
Ph.D., Yeshiva University

John E. Desrochers

Lecturer in Education
B.S., Union College
M.S., M.Phil., M.Ed., Ph.D., Teachers College, Columbia University

Eva de Lourdes Diaz

Lecturer in Education
B.A., University of Puerto Rico
M.A., Ph.D. (ABD), University of Connecticut

Patrick Dizney

Lecturer in Education
B.S., Central Connecticut State University
M.A., C.A.S., Fairfield University

Faith-Anne Dohm

Assistant Professor of Psychology and Special Education
B.S., Christopher Newport College
M.A., Ph.D., University of Maryland

Elizabeth E. Feser

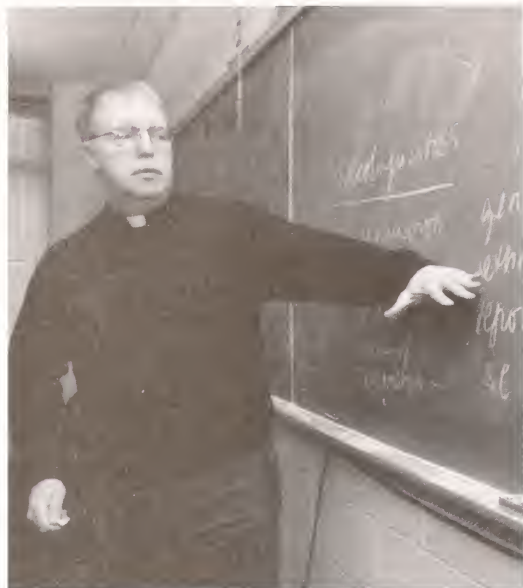
Lecturer in Education
B.A., Xavier College
M.Ed., Boston College
M.Ed., Ed.D., Teachers College, Columbia University

Russell J. Firlik

Lecturer in Education
B.A., University of Buffalo
M.Ed., Ed.D., State University of New York at Buffalo

Faye Gage

Director, Connecticut Writing Project at Fairfield University
Lecturer in Education
B.A., Connecticut College
M.A.T., Yale University
C.A.S., Fairfield University



Jean Gaumer

Lecturer in Education
B.S., Louisiana State University
M.S., Western Connecticut State University
Ed.D. candidate, Teachers College, Columbia University

Daniel Geller

Professor of Psychology and Special Education
B.A., C.W. Post College
Ph.D., Yeshiva University

Donald W. Greenberg

Associate Professor of Politics
A.B., Alfred University
Ph.D., City University of New York

Gwendolyn S. Haley

Lecturer in Education
B.A., University of Bridgeport
M.A., Breadloaf School of English
M.A., Fairfield University

Ingeborg Haug

Associate Professor of Marriage and Family Therapy Education
B.A. equivalent, Pädagogische Hochschule Reutlingen, Germany
M.A., M.Div. equivalent, Universität Tübingen, Germany
D.Min., Andover Newton Theological School, Dept. of Psychology & Clinical Studies

Siegfried Haug

Lecturer in Education
B.A. equivalent, Universität Tübingen, Germany
Th.M. Princeton Theological Seminary
D.Min., Andover Newton Theological School, Dept. of Psychology & Clinical Studies

Oneita Haynes-Alarcon

Lecturer in Education
B.A., Boston College
M.A., C.A.S., Fairfield University

Ibrahim M. Hefzallah

Professor of Media and Educational Technology
B.S., Ein-Shams University
M.A., Ph.D., Ohio State University

James Honeycutt

Lecturer in Education
B.A., M.A., Fairfield University

John J. Horrigan

Lecturer in Education
B.A., University of Maryland
M.S., Southern Connecticut State University

Peter G. Keenan

Lecturer in Education
B.F.A., Hobart College
M.S., Syracuse University
M.Ed., Boston College
M.A., Fairfield University

Virginia Ann Kelly

Associate Professor of Counselor Education
B.S., SUNY, Geneseo;
M.Ed., Pennsylvania State University
Ph.D., University of North Carolina, Greensboro

Debra Kettle

Lecturer in Education
B.A., M.A., Fairfield University

Marcia Leverte

Lecturer in Education
B.S., Hofstra University
M.S., Rider College
M.S.W., New York University

Francis W. Lewis, S.J.

Professor of Curriculum and Instruction
A.B., M.A., M.Ed., S.T.L., Boston College
Ph.L., Weston College
Ed.D., Harvard University

Paula Gill Lopez

Associate Professor of Psychology and Special Education
B.A., California State University
M.A., Ph.D., University of California, Berkeley

William J. Lyons, Jr.

Lecturer in Education
S.B., Massachusetts Institute of Technology
M.A., Fairfield University

W. Paul Maloney

Lecturer in Education
Director, Management Development, NBC
B.A., Holy Cross
M.A., Boston State University
Ed.D., University of Virginia

Gregory Hugh Marshall

Lecturer in Education
B.A., University of Connecticut
M.A., C.A.S., Fairfield University

John F. McCarthy

Associate Professor of Psychology
B.A., Boston College
M.A., Ph.D., Catholic University

Alice E. McIntyre, Assistant Professor of

Curriculum and Instruction
B.S., Boston State College
M.Ed., Keene State College
Ph.D., Boston College

Brian Merry

Lecturer in Education;
TV Operations Supervisor, Fairfield University
B.S., Sacred Heart University

Edward Montignino

Lecturer in Education
Director of Media Services, Greenwich High School
M.A., C.A.S., Fairfield University

Judith Nessel

Lecturer in Education
B.S.Ed., Adelphi University
M.A., St. Johns University
C.A.S., Fairfield University

Thanos Patelis, Lecturer in Education

B.A., College of the Holy Cross
M.A., Ph.D., Fordham University

Robert Perrotta

Lecturer in Education
B.A., M.A., C.A.S., Fairfield University
J.D., University of Connecticut

Sr. Julianna Poole, SSND

*Assistant Professor of TESOL, Foreign Language
and Bilingual/Multicultural Education*
B.A., College of the Sacred Heart
M.A., Seton Hall University
M.Ed., University of Puerto Rico
Ed.D., University of Rochester

Rona Preli

*Associate Professor of Marriage and
Family Therapy Education*
B.S., University of Connecticut
M.S., University of Pennsylvania
Ph.D., Virginia Polytechnic Institute and
State University

Ann Chappell Reeves

Lecturer in Education
B.A., Wheaton College
M.S., University of Bridgeport
Psy.D., New York University

Joseph A. Ricciotti

Lecturer in Education
B.S., State University of New York
M.A., S.Y.C., Ed.D., Teachers College,
Columbia University

Tracey Robert

Visiting Assistant Professor of Counselor Education
B.A., Dunbarton College of the Holy Cross
M.A., Fairfield University
Ed.D. (ABD), Mississippi State University

Dominica Schaller

Lecturer in Education
B.A., Albertus Magnus College
M.A., C.A.S., Fairfield University

Darla Shaw

Lecturer in Education
B.S., M.A., New York University
Ed.D., University of Bridgeport

Antônio Simões

*Professor of TESOL, Foreign Language
and Bilingual/Multicultural Education*
B.S., Boston College
M.A., Ed.D., Teachers College, Columbia University

Renee E. Strange

Lecturer in Education
B.S., Southern Connecticut State University
M.A., Fairfield University
M.S., Southern Connecticut State University

Terry Taylor-Smith

Lecturer in Education
B.S., University of Bridgeport
M.S., M.F.T., Southern Connecticut State University

Wendy L. Weisman

Lecturer in Education
B.A., Washington University
M.A., University of Bridgeport

David Aloyzy Zera

*Assistant Professor of Psychology
and Special Education*
B.S., Southern Connecticut State University
M.A., C.A.S., Fairfield University
Ph.D., University of Connecticut

Advisory Boards

ADVISORY BOARD IN CURRICULUM AND INSTRUCTION

Faye Gage

Greenwich Public Schools

Julia Gold

Central High School, Bridgeport

John Honey

Fairfield High School

Suzanne Brown Koroshetz

Stamford High School

Inez Liftig

Fairfield Woods Middle School

William McCarthy

Darien High School

Dr. John Ramos

Norwalk Public Schools

Dr. Joseph Ricciotti

Fairfield University

Barbara Tulley

Fairfield University

ADVISORY BOARD IN EDUCATIONAL TECHNOLOGY

Thomas J. Buckley

Manager Education Relations
SNET

Betty Goyette

Connecticut State
Department of Education

W. Paul Maloney, Ed.D.

Paul Maloney Associates

John Repicky

Media Specialist
Wilton High School
Wilton, CT

ADVISORY BOARD IN COUNSELOR EDUCATION

Cynthia Swift

Multicultural Relations
Fairfield University

Richard Madwid

Danbury Youth Services

Judith Nessel

Fairfield Public Schools (*Retired*)

Judith Thomas

Wilton Public Schools

Robert Schmidt

Trumbull Public Schools

ADVISORY BOARD IN MARRIAGE AND FAMILY THERAPY

Dr. Donna Andrade

National Director of Diversity;
Director of Student Support Services
Fairfield Preparatory School

Dr. Paul Esposito

Executive Director
Huntington Counseling Center

Lois Lutchnik

Executive Director
Fairfield Community Services

Rev. David Spollet

First Church Congregational
Fairfield

Gwen Workman

Alumna Representative

**ADVISORY BOARD IN
PSYCHOLOGY AND SPECIAL EDUCATION****Ileana Camacho-Kotulich***Psychologist*

Greater Bridgeport Child Guidance Center

Sister Carol Ann*Principal*

Villa Maria Educational Center

Jill Edgar*Psychologist***Barbara Fischetti***School Psychologist; Director of Psychological
Services, K-8*

Westport Public Schools

Kathleen Gatto*School Psychologist*

Trumbull Public Schools

Robert Greenwood*Supervisor of Special Education*

Stratford Public Schools

Beatrice Krawiecki, Ed.D.*Assistant Supervisor of Special Education*

Norwalk Public Schools

Stephen W. Yusko*School Psychologist*

Bridgeport Public Schools

**ADVISORY BOARD IN
TESOL, FOREIGN LANGUAGE,
BILINGUAL/MULTICULTURAL EDUCATION****Migdalia Bisch**

Bridgeport Public Schools

Augusto Gomes

Danbury Public Schools

Fernando Tiago

Meriden Public Schools

Tomás Miranda

New Haven Public Schools

Izlar Mikolic-Torreira

Norwalk Public Schools

Administration**Margaret C. Deignan, Ph.D.***Dean and Associate Professor of Psychology
and Special Education***Karen Creecy, M.A.***Assistant Dean*

University Administration

Aloysius P. Kelley, S.J., Ph.D.

President

Charles H. Allen, S.J., M.A.

Executive Assistant to the President

Paul E. Carrier, S.J., Ph.D.

University Chaplain

James M. Bowler, S.J.

Facilitator of Jesuit Mission & Identity

Orin L. Grossman, Ph.D.

Academic Vice President

Mary Frances A. Malone, Ph.D.

Associate Academic Vice President

R. Edwin Wilkes, M.A.

*Associate Academic Vice President
for Enrollment Planning*

Georgia F. Day, Ph.D.

*Assistant Academic Vice President,
TRIO Programs*

Timothy L. Snyder, Ph.D.

Dean, College of Arts and Sciences

Norman A. Solomon, Ph.D.

Dean, Dolan School of Business

Edna F. Wilson, Ed.D.

Dean, School of Continuing Education

Evangelos Hadjimichael, Ph.D.

Dean, School of Engineering

Jeanne L. Novotny, Ph.D.

Dean, School of Nursing

Margaret C. Deignan, Ph.D.

*Dean, Graduate School
of Education and Allied Professions*

Robert C. Russo, M.A.

University Registrar

William J. Lucas, M.B.A.

Vice President for Finance and Treasurer

Michael S. Maccarone, M.S.

Associate Vice President for Finance

Richard I. Taylor, B.S., C.E.

*Associate Vice President
for Campus Planning and Operations*

Mark J. Guglielmoni, M.A.

Director of Human Resources

Kenneth R. Fontaine, M.B.A.

Controller

James A. Estrada, M.L.I.S.

*Vice President for Information Services
and University Librarian*

William P. Schimpf, M.Ed.

Vice President for Student Services

James D. Fitzpatrick, M.A.

*Assistant Vice President for
Student Services Operations*

Susan N. Birge, Ed.D.

*Assistant Vice President of Student Resources
& Director of Counseling Services*

George E. Diffley, M.A.

Vice President for University Advancement

Fredric C. Wheeler, M.P.A.

Associate Vice President for Development

Douglas J. Whiting, B.A.

Associate Vice President for Public Relations

Board of Trustees (as of 8/01)

Joseph F. Berardino '72

James J. Bigham '59

Patrick J. Carolan, M.D. '59, P'85, '89

E. Gerald Corrigan, Ph.D. '63

James M. Cotter '64

Joseph A. DiMenna, Jr. '80

Charles F. Dolan P'85, '86

Daniel R. Finn, Jr. '66

Mario J. Gabelli

Vincent A. Gierer, Jr.

L. Edward Glynn, S.J.

Sylvester Green, Sr.

Charles E. Hanley P'90, '97

Marian L. Heard M'95, P'88

Otto H. Hentz, S.J.

Paul J. Huston '82

James F. Keenan, S.J.

Aloysius P. Kelley, S.J.

Charles F. Kelley, S.J.

Ned C. Lautenbach

Stephen M. Lessing '76

Kathi P. Loughlin '80

Roger M. Lynch '63, P'95 (Chair)

Joseph D. Macchia '57

J. Thomas McClain, S.J.

Michael E. McGuinness '82

William A. McIntosh P'86, '92

John C. Meditz '70

Diane Oakley '75

Thomas C. Quick '77

Lawrence C. Rafferty '64, P'04

Mary Dillon Reynolds '79

Rosellen Walsh Schnurr '74

Elisabeth H. Schwabe '74

Carolyn Vermont-Fuller '82, M'84

Francis T. Vincent, Jr.

William P. Weil '68

Trustees Emeriti

James W. Birkenstock

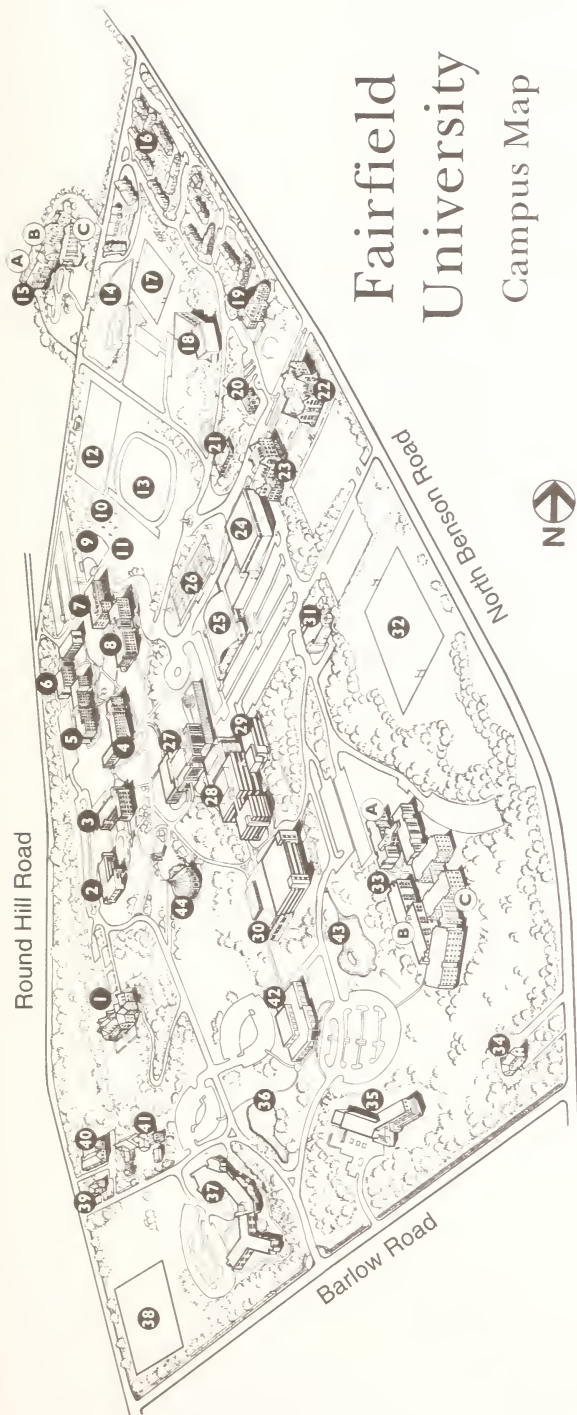
Alphonsus J. Donahue

David W.P. Jewitt

Francis J. McNamara, Jr.

L. William Miles P'84, '85, '95

Round Hill Road



Fairfield University

Campus Map

1. Bellarmine Hall
2. Donnarumma Hall
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Jagues Hall
7. Campion Hall
8. Loyola Hall
9. Alumni Softball Field
10. Basketball Courts
11. Campion Field
12. University Field
13. Varsity Field
14. Alumni Diamond
15. Dolan Campus
 - A. John C. Dolan Hall
 - B. David J. Dolan House
 - C. Thomas F. Dolan Commons
16. Student Town House Complex
17. Alumni Field
18. Walsh Athletic Center
19. McAuliffe Hall
20. Alumni House
21. The Levee
22. Xavier Hall
23. Berchmans Hall

24. Recreational Complex
25. Alumni Hall - Sports Arena
26. Tennis Courts
27. Barone Campus Center
28. Barnow Science Center
29. School of Nursing
30. DiMenna-Nysellus Library
31. Central Utility Facility
32. Grauert Field
33. The Village
 - A. Kostka Hall
 - B. Clavier Hall
 - C. New Apartments

34. Jesuit Residence - St. Robert
 35. Jesuit Residence - St. Ignatius
 36. Bellarmine Pond
 37. Charles F. Dolan School of Business
 38. Barlow Field
 39. Southwell Hall
 40. PepsiCo Theatre
 41. Maintenance Complex
 42. Regina A. Quick Center for the Arts
 43. Hopkins Pond
 44. Egan Chapel of St. Ignatius Loyola and Pedro Arrupe, S.J.
- Campus Ministry Center

DIRECTIONS - TO REACH FAIRFIELD UNIVERSITY:

- From New York via Connecticut Turnpike (I-95). Take Exit 22. Turn left onto Round Hill Road.
- From New Haven via Connecticut Turnpike (I-95). Take Exit 22. Turn right onto North Benson Road (Rt. 135).
- From New York or New Haven via Merritt Parkway (Rt. 15). Take Exit 44, at bottom of ramp turn left; at light turn south onto Black Rock Turnpike; proceed 2 miles to Stillson Road (Rt. 135) and turn right. Bear left onto North Benson Road to the entrance.

www.fairfield.edu

Graduate School of Education & Allied Professions



Fairfield
UNIVERSITY

1073 North Benson Road
Fairfield, CT 06430-5195

Phone: [203] 254-4250 | Fax: [203] 254-4241 | email: graded@fair1.fairfield.edu